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ABSTRACT

This manual was developed as part of a project to help youth in developing leadership skills. Youth learned skills by observing and participating in groups working together. The manual describes learning activities in seven areas of leadership life skills: (1) understanding self; (2) communicating; (3) getting along with others; (4) learning to learn; (5) making decisions; (6) managing, goal setting, and planning; and (7) working with groups. The manual also includes: general information on the project; information on leadership and an explanation of leadership life skills; a definition of terms used in the guide; suggestions for developing project goals; recommendations for choosing a helper to assist in learning activities; a personal leadership skill assessment guide; and suggestions for practical leadership applications. Each learning activity description includes: specification of the type of leadership skills to be learned; participants to involve (groups or the individual with a helper); a brief description of the activity; a set of instructions; and discussion questions for interpreting the learning activity. This manual includes a list of 27 references. (LP)



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# Leadership Project Book III

RC 018989

Cooperative Extension Service
College of Agriculture
University of Illinois at Urbana-Champaign



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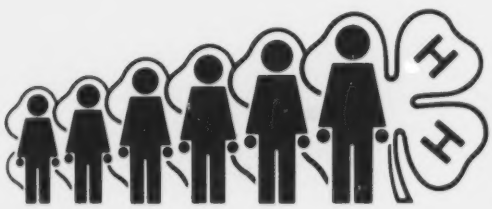

**Leadership**
Skills You Never Outgrow


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# Introduction

## What Is Leadership: Skills You Never Outgrow?

This is Book III of the series Leadership: Skills You Never Outgrow, resource books for the 4-H leadership project. This project will help you build your leadership skills related to working in groups. In it you will do activities which will give you a chance to practice skills that are the building blocks of leadership. They include skills related to understanding yourself, relating to others, communicating, learning, making decisions, managing and working with groups. These leadership skills will be useful for a lifetime. You will work with a helper or in a group to learn more about yourself, others and the groups in which you participate.

Leadership: Skills You Never Outgrow is different than most of the projects you have taken. It is a thinking and talking project. Most of the activities you'll be doing don't have "right" answers. Many of them do have "better" choices based on the situation. You'll learn to make better choices by doing what is suggested in the activities and thinking about the situations in your life where similar skills or thought processes might be helpful.

There are several important things you will want to know about this project before you start. This introduction section of the book will help you understand leadership and design your leadership project. The seven activities sections that make up the rest of the book will give you opportunities to practice leadership skills. As you use this book in future years, always review the introduction. It will help you think about what you already have learned and help you plan to work on skills you still need to improve your leadership skills.

## Skill Levels of the Leadership Project

This project book is designed to help teens learn more advanced leadership skills, those needed to be productive working as a member of a group. You should have completed most of the suggested activities in Book I and/or Book II before you start to use this book. The following summarizes what's included in the three levels of the leadership project.

1 Level 1 of the project helps with the basic leadership skills individuals need. Books I and II build skills at this level. Book I is a younger member's book. It is planned for members 9 to 11. Book II is designed as the starting book for teens. You should have already done many of the activities in the first skill level. If so, you're probably ready to get started with this book.

2 As you do more in groups and know more and more people, you need more skills that help you contribute to groups. Working in groups is the emphasis of this second project level. Book III helps you observe how groups of people work together, be an effective member of a group and improve your leadership skills in groups. You may use your skills by serving on committees or by holding offices.

The highest level of leadership involves guiding groups in reaching their goals. Book IV has activities which you will put you in group leadership positions. This level will give you a chance to try out your skills in helping others learn leadership skills while you increase your own.

3

In the third level you may start out by leading younger members in your own club or leading specific activities with a group of others at the third level. Later you may want to try forming your own group by bringing together people who have a common interest, helping the group decide on goals, then planning with them to carry out activities that achieve their goals. This level really involves practicing all the leadership skills which you have developed in earlier units of the project.

Take time in each level of the project to learn the skills included well. You can spend up to three years in each level.

## What is Leadership?

Leadership is helping yourself or other people achieve goals. Leadership involves guiding and influencing others. Leadership gets more complex as you begin to work with other people.

Skills beyond those you need to take charge of your own life are required to lead other people. Leaders need skills in understanding and working with people. They also need skills in examining situations, so that they can decide what to do to help. And they need skills in helping people work well together in groups.

There are several ways you can lead. One way is "directive." In it the leader takes charge and tells followers what to do and how to do it. There is more concern for getting the goals accomplished than for the feelings of the group members. This leadership style is effective when there is a very important objective and when time is limited. In emergency situations directive leadership is vital.

Another way to lead is "laissez faire," a french expression that means "to let be." A laissez faire leader allows actions of the group to go in any direction members wish. He or she places emphasis on keeping group members happy and doesn't worry as much about when or how the group's goals are reached. This manner of leading is useful when group relationships are more important than timely accomplishment of the goal.

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The third way to lead is the "democratic." In it the leader asks group members' opinions and encourages them to take responsibility for setting and achieving group goals. Each contributes what he or she can for the good of the group. The leader is concerned with both completing the goal and the feelings of group members. This leadership style helps develop stronger group membership and a feeling of responsibility among group members. It is useful when both the group's goals and relationships between members are important. The experience of the members and the situation with help the leader decide where to place emphasis.

Many people think only the directive leader is leading. On the contrary, the skilled leader knows how to lead in all the ways and when to use each. This project will help you learn more of the skills you need to lead.

## How People Become Leaders

There have been several ideas over the years on what makes a leader and how to recognize a leader. From the time cavemen first began to live in groups, leadership was established by power. The person with the greatest size and strength and who could get the support of others became the leader. Soon skill with weapons increased the power of some.

It was not long before leaders found ways to pass on leadership positions to those they chose, often their children. One way to justify this process was to establish the belief that some people are born to be leaders. It became accepted that the children of chiefs, kings or emperors were the unquestioned natural choices to succeed them as leaders of the people.

Since children of leaders were in a good position to observe first hand, receive instruction and practice the leadership behaviors of leaders, they often were able to carry on family dynasties. However, some children of great leaders were not interested in or able to develop the skills to the same level as their parents.

As time passed another idea about leadership, which was just the opposite, evolved. It proposed that leaders are made, not born. Those who held leadership positions attempted to develop future leaders in their own image. they tried to "make" leaders by teaching them to imitate the leaders' behavior.

This theory also had loopholes. For instance, leaders were not always successful in selecting persons who had the capacity to be trained as leaders, or the circumstances were not the same as they were when the original leader was developing his leadership qualities. Often, the "made" leaders couldn't do what those who chose them did successfully, even when their actions successfully imitated those of the leaders after whom they were modeled.

Still another theory proposed that it is more productive to locate a person who is already demonstrating leadership ability and shift him or her to new positions. It assumed that people who showed leadership in one situation would also be successful leaders in other times and places. This kind of thinking concluded that generals successful on the battlefield would make good presidents. History has proved this assumption hasn't worked out in many situations.

Leadership authorities today support the idea that the same people are not necessarily leaders all the time. Leadership needs to change as the situation and followers change. The best leaders are those who have good "people skills." They are good at sensing what needs to be done and deciding how to bring others along with them in working toward a goal. They recognize when they should function as directive leaders and when they should not.

The best leaders do not have the need or the desire to be the center of attention all the time. They recognize that there may be more than one way to accomplish a goal. They explore all possible solutions and try to select the one that's best for the situation. They encourage others to share in the leadership of a group.

Good leaders give a lot of themselves. They pay attention to the tasks that need to be done and the personal needs of group members. They observe the actions of the individuals and the group, listen actively to individual and group members and relate information to their previous experiences. Then they can choose the kind of leadership action to take in the situation.

Today, we believe that successful leaders have learned specific skills that help them lead. We believe that anyone who wishes to improve his or her leadership ability can do so by working on leadership-related skills and by learning to apply them in situations where leadership is needed. Leadership skills become "natural" after much experience. Leaders constantly work to increase their skills.

## Beliefs about Leadership

Following are the five current beliefs about leadership on which this project is based:*

- **Leadership** can be learned, just like other skills. It involves skills you use to direct your own life as well as those you need to lead others. It is not only the abilities you have or know, but what you do with what you have that will determine success.

- **Leadership** is a helping process, whether it involves just one other person or a group. A leader focuses on accomplishments in helping people reach goals rather than personal recognition.

- **Leadership** is shared. Leadership opportunities can be divided among individuals so that individuals in a group can select roles best fitting their abilities and interests. No one is a formal leader at all times.

- **Leadership** is a relationship between people. It is the way a person interacts with others and sensitivity to what others need. The skills a leader has are only important when they are used well with people.

- Leadership is shown at the right time and place. Different people lead at different times. The interaction between the leader, the group and the group's goals determine which way to lead. The group members, the situation, and the skills of the leader must all work together for the best results.

*These beliefs are adapted from Ellen Elliot, Teens Take the Lead, Northeast Teen Leadership Committee, Cooperative Extension Service of the Northeastern States, Cornell University, p. 2.

## Leadership Life Skills

There are several types of skills you need to be a good leader. These abilities once developed can be used in many ways the rest of your life. Thus, we call them life skills. The seven leadership life skill areas you can develop in this project are described here.

**Understanding Self**--understanding and developing a positive attitude about who you are, what you like and don't like and what you want to be.

**Communicating**--effective two-way sharing of information through writing, listening, speaking and body language.

**Getting Along With Others**--developing an understanding of how you relate to other people you meet and how you accept and appreciate the difference between others and yourself.

**Learning to Learn**--understanding the attitudes, techniques and methods that help learning take place and how you can be a positive force in increasing your own and others' learning.

**Making Decisions**--learning a process and approaches to setting goals, solving problems and taking individual or group action.

**Managing**--choosing and using things available to get the things you want. Management involves identifying resources (time, things, people or money) and using those resources effectively.

**Working with Groups**--learning how groups of people work together and how to help groups to accomplish their goals.

# Words to Know

Some words and expressions used in the leadership project may not be familiar to you. When you find an unfamiliar word, look it up in a dictionary and learn its meaning as it relates to leadership. Following are some words or expressions that have special meanings in this project and a definition for each:

Helper--a person you choose to assist you in making your personal leadership development plan, carrying out of the planned activities and evaluating your accomplishments. Your helper should be more experienced in leadership skills than you are. He or she can be an older friend, teen, or family member.

Leadership--the process of helping individuals or groups reach their goals.

Leadership Life Skills--life skills that help individuals be effective as leaders. There are seven leadership life skill areas used in this leadership project.

Leadership Project--the 4-H project designed to help you learn leadership skills. Leadership: Skills You Never Outgrow gives 4-H members help in doing leadership projects by suggesting things to do to gain experience and practice leadership skills. The activities in this project book can be used by other youth and adults to help them learn leadership skills too.

Leadership Project Leader--an adult or older teen who takes responsibility for helping members of a club or group with the introduction, carry out and evaluation of the leadership project with a club or group.

Life Skill--an ability that is necessary and useful throughout life. Life skills include thinking, doing and feeling skills that can be used in many situations.

Learning Activity--something to do designed to help you learn a skill. Activities include experiences to practice leadership life skills and discussion questions to interpret the experience and increase understanding.

Personal Assessment Guide--an evaluation tool to help you identify leadership skills that may need strengthening.

Project Planning Forms--the sheets provided to 4-H members to record leadership project plans and write about leadership learning and accomplishments.

# Designing Your Leadership Project

The first thing to do in developing your leadership project is to chose someone to help you. The next section of this project book gives you some ideas about choosing a helper. If you secure your helper first, he or she can assist with the rest of your project.

Next, you're ready to plan what you want to do and learn in the project this year. Think about the leadership skills you have already and which ones need work. The Personal Leadership Assessment Guide included toward the need of this introduction section may help you discover some areas that need work. Even though you may have completed it in previous years, try it again because your skills or your evaluation of them may have changed.

Here are some suggestions to consider in setting goals for the year:

*Complete at least two learning activities from each leadership skill area in this book.

*Select two or more skill areas you want to explore in more depth. Complete at least three additional activities from each of these skill areas. Feel free to design your own learning activities or to use some from other sources that help strengthen your skills.

*Plan ways you can practice your leadership skills in situations where you're helping people in your club, community or county. The Practical Leadership Applications List at the end of this introduction section will help you get some ideas. Discuss your plans and coordinate them with the leaders in your club and those you wish to help.

Use your project planning form to record your goals, when you plan to do them and who will help. Depending on your age, use the appropriate form for your age group.

Ages 12-14 "4-H Project Plan" #R90312
Ages 15-19 "Project Goals and Evaluation" #R90313

# Getting Help from Others

It's difficult to learn leadership completely by yourself. It is also very hard to be a leader without others to work with. You'll need another person to assist with planning what to do and to be a partner and sounding board while doing activities with an "individual" focus. You'll need someone with whom you feel comfortable and in whom you'd like to confide. Spend a few minutes thinking about people you feel can help you. Think of people who have skills in the leadership skill areas on which you'll be working this year. Your helper should be someone whom you think a lot of — an older teen, a youth leader or a family member. Choose your helper carefully.

Talk with your first choice for your helper. Describe the leadership project and that you need him or her to listen and help you think about and assist you with learning activities in leadership skills. Tell him or her that you will need to get together four or five times. Share a copy

of the Leadership: Skills You Never Outgrow Helper's Guide with the helper you select, so that he or she knows what helpers do.

Many of the learning activities at this level are intended to be done in a group. It's important to gain experience in a group setting if you are to become skilled working in groups. If your club or older youth group has meetings where members work together on leadership learning activities under a group leader, this is an ideal situation. Work with your leader to plan meetings that include activities that will help you with the skills you need. If you don't have a leadership group, you can organize your own group of friends to work on the activities.

Since you are the person wanting to increase your skills in leadership, it is up to you to get your project under way. Take responsibility for planning what you want to do. Then complete the activities with your helper or group.

Plan ahead so that you'll have time to work with your helper and to do group work. Start early in the year. Select times convenient to both you and those you'll work with. Set both beginning and ending times allowing time for one or more learning activities and discussion. Determine ahead of time which activities you will do and review them before your time together. In planning the time and place, be sure you won't be interrupted.

Your group should do the planning together. At a planning meeting determine meeting goals and topics and set the dates, times and places to meet. Be sure there is a group leader who will take responsibility for guiding the group each time you meet. The group leader or a group member should agree to provide supplies you'll need for the activities you plan to do.

## Doing the Learning Activities

Following this introduction section, this book contains more than a hundred structured activities to help you gain experience in the various leadership skills. They are organized in groups according to the skill area they help develop. All of the learning activities in Book III are organized in the same way. As you look at an activity, there are three distinct parts:

the heading - located on the upper left corner,
the activity instructions - spread across the wide portion of the page, and
the discussion questions - found in the lower right corner.

The lines in the **heading** are a summary of the learning activity. They contain the title, a brief description of the purpose of the activity, what you can expect to do in the activity and whether the focus of the activity is on you as an individual working with a helper or in a group of members working together.

The **activity instructions** explain how to do the activity. It is a good idea to read the activity through ahead of time. Have any materials needed available before beginning. All the activities are to be done either with a helper or in a group.

Whether you work with a group or in one-to-one situations, it's important to remember that the feelings of each person must be considered. Each brings to the meeting values, expectations, personal needs and unfinished business. Be sure to discuss the following ground rules before you start:

* While recognizing that both good and bad exist, concentrate on the positive in your leadership development sessions.

* Accept the beliefs that people are basically good and want to improve themselves. Working together you can help each other improve skills.

* Appreciate each person's uniqueness and respect his or her right to be different.

* Avoid negatives. They don't produce a comfortable setting for personal growth.

* Be as open and honest about your own thoughts, feelings and values as you can. Openness helps develop strong personal relationships.

* Allow anyone the right to pass. When a group member wishes not to participate in an activity, respect this right to privacy.

* Try not to manipulate others, hide motives or play games.

* Make an effort to understand, accept and respond with empathy to the feelings of others. Respect confidences shared within your group.

Each learning activity concludes with discussion questions. These questions are provided to give you some ideas to think and talk about when "interpreting" the activity. Don't let the questions suggested limit you, however. Try to think of your own.

Interpreting is important if you want to gain as much as you can from doing activities like the ones in the book. It gives you a chance to think about what you did and decide how you can benefit in the future from the experience.

The five steps of learning from experience are*:

1. Experiencing - doing the learning experience.
2. Publishing - talking about what you did, saw, or heard.
3. Processing - identifying the basic patterns and interactions your group observed in the activity.
4. Generalizing - suggesting principles or ideas from the experience that might be true in other situations.
5. Applying - planning to use the principles you discovered.

Try to work through all five steps each time you do an activity. Explore other ideas that you, your helper or others in your group think of related to what you have done. Encourage free conversation among participants. Plan to spend as much time interpreting as you spend doing the activity.

*The experiential learning steps are adopted from J. William Pfeiffer and John E. Jones, eds. "Introduction to the Structured Experiences Section," The 1983 Annual for Facilitators, Trainers, and Consultants. San Diego: University Associates, Inc., 1983.

# Personal Skill Assessment Guide

Rate the levels at which you've developed your leadership life skills by circling the number following each statement which most closely indicates how you rate your ability to do what is listed. If you do it very well, mark a "3"; mark a "2" if you do it moderately well or okay; and mark a "1" if you need improvement or do it poorly.

| | (very well) | (okay) | (poorly) |
|---|---|---|---|
| 1. I am positive about myself and my abilities | 3 | 2 | 1 |
| 2. I am enthusiastic | 3 | 2 | 1 |
| 3. I understand and know what is important to me | 3 | 2 | 1 |
| 4. I can admit and deal with mistakes | 3 | 2 | 1 |
| 5. I can keep written records | 3 | 2 | 1 |
| 6. I can speak before a group | 3 | 2 | 1 |
| 7. I am a good listener | 3 | 2 | 1 |
| 8. I can get my ideas across to others | 3 | 2 | 1 |
| 9. I accept and care about others | 3 | 2 | 1 |
| 10. I encourage others | 3 | 2 | 1 |
| 11. I can meet and get along with others | 3 | 2 | 1 |
| 12. I trust other people | 3 | 2 | 1 |
| 13. I can ask questions | 3 | 2 | 1 |
| 14. I can be open minded | 3 | 2 | 1 |
| 15. I can see things objectively | 3 | 2 | 1 |
| 16. I can learn from and teach others | 3 | 2 | 1 |
| 17. I can set and carry out goals | 3 | 2 | 1 |
| 18. I can identify and use resources | 3 | 2 | 1 |
| 19. I can make choices | 3 | 2 | 1 |
| 20. I follow a process to make decisions | 3 | 2 | 1 |
| 21. I can plan programs | 3 | 2 | 1 |
| 22. I can evaluate people and programs | 3 | 2 | 1 |

23. I am a responsible person.....3.....2.....1...

24. I can make use of resources.....3.....2.....1...

25. I cooperate with others.....3.....2.....1...

26. I can work as a team member.....3.....2.....1...

27. I organize a group activity.....3.....2.....1...

28. I can involve people.....3.....2.....1...

**********

SCORING:

Each statement represents one of the leadership life skills. To obtain an average score for each leadership skill add together the numbers you circled for groups of questions as instructed below and divide by 4 for each leadership skill area:

Understanding Self: add statements 1-4, divide by 4 = _____

Communicating: add statements 5-8, divide by 4 = _____

Getting Along /Others: add statements 9-12, divide by 4 = _____

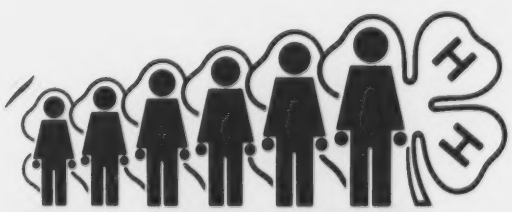
Learning to Learn: add statements 13-16, divide by 4 = _____

Making Decisions: add statements 17-20, divide by 4 = _____

Managing: add statements 21-24, divide by 4 = _____

Working with Groups: add statements 25-28, divide by 4 = _____

Using these averages as a guide, you can determine in which leadership skill areas you may want work to develop more skills.




**Leadership**

Skills You Never Outgrow

# Practical Leadership Applications

Your leadership project will prepare you to take on leadership roles in your club, community or county. It is important that you try some of your leadership skills by helping people as you increase your skills through structured learning activities. Whether you help individuals or groups, you will discover that leadership requires you to bring together a variety of leadership skills and focus them on problems or goals.

The next two pages list ideas of things you can do in 4-H to practice leadership. There are many others. Try a variety of these activities, some that are different experiences than you've had before. Look for ways to stretch yourself, but be sure you can follow through on the commitments you make.

<u>With young people</u>:

Recruit new members for the club.
Help members fill out enrollment forms.
Assist new members in the selection of projects and goal setting.
Help a new members learn the club pledge.
Arrange for big brothers or sisters to help new members.
Serve as a leadership project helper for a beginning member.
Plan an orientation for new members and parents in the club.
Help members with project goal setting and evaluation.
Teach the club members parliamentary procedures.
Help new members to participate in business meetings.
Help members with demonstrations and talks.

<u>In club organization</u>:

Serve as a club officer.
Assist club officers with preparing and conducting meetings.
Serve on and chair club committees.
Coordinate hosts for meetings to serve refreshments.
Secure meeting locations.
Recruit new leaders for the club.
Help club members conduct a community project for the club.
Plan a parents event.
Lead a club group project such as safety, health, conservation or intercultural.
Arrange a phone network or newsletter to notify families of club activities.
Help plan the club program.
Arrange for transportation to club and county events.
Help with set up for and clean up after meetings.
Coordinate a fund raising effort.
Prepare club calendar and/or program book.
Coordinate 4-H members' publications.

<u>With project learning:</u>

Help conduct a project meeting.
Help members secure project materials and equipment.
Help members locate help with their projects.
Teach members project methods.
Teach members to prepare projects for exhibit.

Help members prepare for a "bowl" contest.
Plan judging training.
Arrange a project tour.
Organize a window display.
Help find transportation for others to project workshops.
Plan a field trip.
Help members complete project forms.

<u>With community and county 4-H activities</u>:

Serve as camp counselor.
Plan activity for camp.
Coordinate community/club displays.
Participate on a project committee.
Promote club and county opportunities in the media.
Arrange special programs for teens.
Assist with fund raising projects.
Help plan programs for county leadership group.
Serve as host or hostess for a county event, group.
Arrange for judges.
Serve on a committee for teen organization.
Promote county, state or international exchange opportunities.
Help clean and/or repair the fairgrounds.
Help plan and conduct a community or county event.
Pay courtesy calls of 4-H donors.
Arrange for speakers or other programs.
Help conduct a division or event at the fair.
Develop and/or conduct a survey to get input for the 4-H program.
Help with Extension office work.

<u>With civic and school activities</u>:

Work on school committees and activities.
Tutor elementary students.
Attend community activities.
Volunteer for youth leadership roles.
Observe governmental bodies at work.
Assist with a community celebration.
Volunteer for a political or social concern campaign.
Plan and carry out environmental clean up activities.
Assist a community service organization (health services, safety, beautification, government, conservation, historical, handicapped, abuse programs, etc.) as a volunteer.

# Understanding Self

Starting your leadership project with understanding yourself makes a lot of sense. Successful leaders feel good about themselves. They know what they can do and are able to match their skills with situations in which they can use them. Their confidence in their own abilities and steadfastness in their values inspires others.

By working on understanding yourself, you develop a better understanding of who you are and what's important to you. You also can think about what you'd like to become and develop a self improvement plan to get there. You can gain appreciation for the things that make you special and work on developing a positive self concept. When you believe in yourself, you can stand up for your convictions and provide leadership for others.

The learning activities that follow will give you a chance to explore your feelings and values and how you got them. You'll also have a chance to think about personal goals.


The Touch Of Others
A Letter Of Confidence
Personality Influences
Best Friends
The Dynamic of Discovery
Your Personal Style
Acting
Finding Values in Your Wallet
Irish Sweepstakes
My Favorite Things
What Are Needs?
Happiness Is a Warm Puppy
Human Emotions
Turning Point
I'm Not Satisfied
Who Am I?
An Inventory of My Human Resources
I Love To...
Finish The Sentence
Fishing
The Light Ball
Stress Buffer Shield
Workaholism
Tension Hurts

Learning Activity: The Touch of Others[24]
Leadership Skill: Understanding Self
What To Do: Think about those who help you.
Focus: Group

Instructions for group leader:

Below is a list of questions about learned behaviors or skills. Choose one and ask each member of the group to tell where and from whom he or she learned it. Repeat the process with other questions from the list or use your own.

a. How did you learn to ride a bicycle? Who helped?
b. Who taught you how to dance? Where?
c. When did you first learn how to jump rope?
d. Who taught you Monopoly, or poker, or how to play chess?
e. How did you first learn to kiss your parent?
f. Who taught you how to ride the bus or drive?
g. How did you learn how to type?
h. Where did you learn manners?
i. Think of something else you know how to do, and explain where you learned it and from whom.

Interpreting: What role do other people play in helping us learn and grow? What other things can people teach us about ourselves? How have you helped other people? How have the people whom we know influence our attitudes, interests and skills?

---

Learning Activity: A Letter of Confidence[9]
Leadership Skill: Understanding Self
What To Do: Write letters.
Focus: Group

Instructions for group leader:

Discuss the following concepts with the group:

To be leaders we need to feel confident. In this activity we are going to help build confidence for each other. One way we can build confidence is to recognize positive things about other people and tell them what these are.

Give everyone as many slips of paper as there are persons in the group. Tell each to write the name of a person in the group on each paper. Then write one positive characteristic about him or her on the slip. Tell the group members to continue until they have finished a slip of paper for everyone in their group.

Collect all of the slips of paper, sort and give each person

his "confidence builders." Allow time for each group member to read the slips.

Interpreting: What was the most fun part of this activity? How did you feel when you read the letters to you? How did you fell when you were writing others? What was hardest about this task? What do you think you learned about yourself?

---

Learning Activity: Personality Influences[25]
Leadership Skill: Understanding Self
What To Do: Describe personality types of persons.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Brainstorm with your group, writing down what factors influencing a person's personality. Some factors might be education, intelligence, money, family background, and community. Write the ideas and words on the blackboard or a newsprint pad.

Discuss the influences from the list. Determine if they are from heredity or environment.

Make a list of adjectives of different personality types, for example:

| | | |
|---|---|---|
| easy going | persistent | temperamental |
| nervous | frightened | self-confident |
| calm | good-natured | independent |
| shy | timid | contented |
| assertive | loud | energetic |
| satisfied | excitable | cheerful |

Collect pictures from magazines that might illustrate some of the adjective given above. A collage or bulletin board could be made. Select one picture and write a brief imaginary description of what may be happening in the picture. Also include what the person may be feeling.

Interpreting: What factors seem to influence personalities? What kind of personality traits do you have? How do you think these developed in you? In what ways are you happy with your personality? What things do you want to work on or change?

Learning Activity: Best Friends[18]
Leadership Skill: Understanding Self
What To Do: Write about your friends.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Give these instructions to the group:

Make a list of the best friends you have had during your life. Write a little about how you met, what you did together, why you liked each other, why you may have drifted apart or why you've remained close.

Have members discuss their lists in small groups.

Interpreting: Who is or are your best friends now? What commonalities do you notice? Is your present pattern with your friends similar or different from your friendship patterns in the past?

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Learning Activity: The Dynamic of Discovery[18]
Leadership Skill: Understanding Self
What To Do: Explore how others dealt with problems.
Focus: Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

Research the work and lives of people such as Mendel, Darwin, Kepler, Copernicus, Galileo and Mendeleev. Identify the way in which the work and theories of each ran contrary to popular scientific and/or social opinion.

Discuss the personal frustrations of each scientist with reference to Maslow's hierarchy of human needs (Physical, Safety, Love, Self-Worth, and Self-Fulfillment). Identify ways in which you must deal with feelings similar to those of the scientists you have studied.

Interpreting: What were the frustrations and feelings of the scientists? How did you relate these frustrations to the hierarchy of human needs? What problems or feelings do you have today (or that you can see are coming) that are similar?

Learning Activity: Your Personal Style[4]
Leadership Skill: Understanding Self
What To Do: Look at ways you behave.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Discuss the following situations in the group or small subgroups. Be sure to include the discussion questions. Study the situations by putting yourself in each one and deciding how you might typically respond.

A. Situation. You'd like to ask a question in class, but you're afraid that your question will sound dumb and that others will laugh.

Discussion. Will you simply refrain from asking questions? If so, is this a pattern you're willing to continue? Are you willing to practice asking questions, even though you might experience some fear? What do you imagine will happen if you ask questions? What would you like to have happen?

B. Situation. You feel that you have a hang-up concerning authority figures. You feel intimidated, afraid to venture your opinions, and even more afraid to register a point of view opposed to you teacher's.

Discussion. Does this description fit you? If it does, do you want to change? Do you ever think about where you got your attitudes? Do you think they're still right for you?

C. Situation. You and most of the other students think that your teacher is very boring. He goes strictly by the book and lectures from your textbook. However, it isn't worth it to you to change to another teacher, because the change would mess up your schedule.

Discussion. What options do you have if you stay in the class? Do you have to be bored for a semester? Are you content to tell yourself that there's really nothing you can do, since all the power belongs to the instructor? Are you willing to go to your instructor and tell him how you experience the class? Do you have any ideas or suggestions for making the class more lively?

Interpreting: How do different people respond to the same situations? What responses did you have that you want to change? How can exmaining these situations help you in other tough situations?

Learning Activity: **Acting**[11]
Leadership Skill: Understanding Self
What To Do: Practice different attitudes.
Focus: Group

Instructions for group leader:

Discuss with your group how members like people to act when they are talking with them, or when they are in a group. Try to use one word and then describe all the actions that show that word. For example: Enthusiasm (Actions that show it are)?

smile
talk fast
use hands
use changes in VOICE tone
use positive words

Think of some of your own.

In addition, you may now demonstrate several of these words by acting them out.

Interpreting: What helped you to describe your word? Were most of the things you described actions (ways of doing things) or spoken? How did you feel after "doing" or demonstrating the words?

---

Learning Activity: Finding Values In Your Wallet[10]
Leadership Skill: Understanding Self - Values
What To Do: Examine your wallet or purse.
Focus: Group

Instructions for group leader:

Ask each group member to follow these instructions:

Take three of your favorite things from your wallet, pocket, or purse and place them in front of you. Explain what these things are, why they are favorite things and why they are carried with you.

Interpreting: How did each of the items become so important? What items were most commonly identified as favorite? How did each item reflect self? What was learned about yourself from this experience?

Learning Activity: Irish Sweepstakes[26]
Leadership Skills: Understanding Self - values
What To Do: Play the Sweepstakes.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

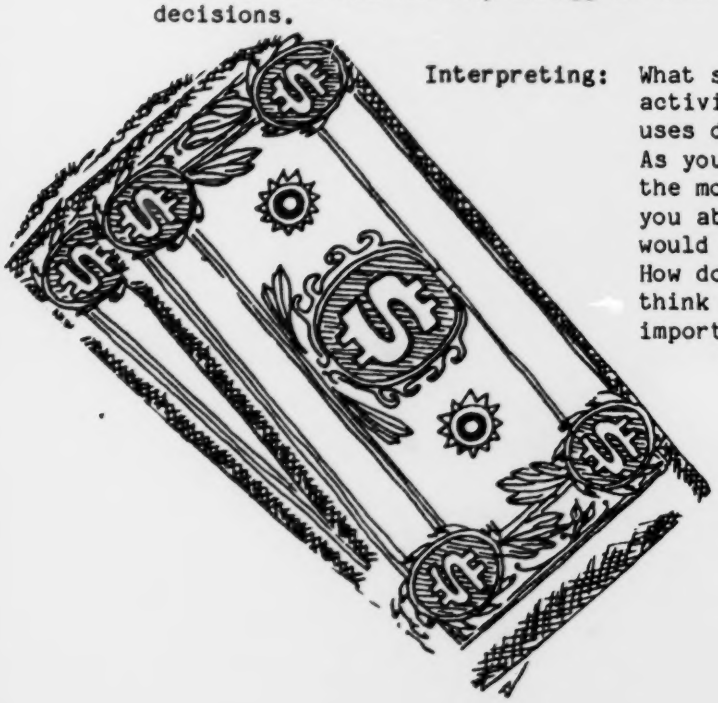
Announce that each participant has just won the million dollar Irish Sweepstakes. The check must be picked up in 20 minutes by turning in a completed ticket. Hand out a copy of the ticket (see next page). The time until then will be spent planning what to do with the money. Each member should complete the questions on the sweepstakes ticket in order to get the money.

Write four questions on paper or newsprint and ask members to share their answers.

* #1, First Reactions: "What would you use the money for first? next? next?"
* #2, Budget Planning: What are the major expenditure categories you chose?
* #3, Life-style Adjustments: Describe the changes that would take place in your life because of this bonanza.
* #4, Reflections: Examine the values and priorities embedded in your responses to these questions.

After all have completed their tickets divide the participants into small discussion groups.

Participants first share and compare their use of the money and the most important changes. Participants are to discuss the values and priorities they identified in their budget, and describe the issues they struggled with while making the budget decisions.



Interpreting: What surprised you about this activity? In what ways were your uses different from others? As you look at how you would spend the money, what do your answers tell you about yourself and others? What would you now change on your ticket? How does this experience make you think differently about what's important to you?

## THE IRISH SWEEPSTAKES

Here is your winning ticket for one million dollars in the Irish Sweepstakes. You must redeem this ticket within 20 minutes. You will receive a check, cashable immediately.

1. What will you do with the money?
   First I will_____and then

   _____and then_____

   _____and then_____

   and then_____and then_____

   _____and then_____.

2. Turn this paper over and make a tentative budget that accounts for what you would do with all of the money. (Include travel, books, recreation, new purchases, gifts/contributions, investments, savings, etc.) Make the budget total $1,000,000. When you finish turn back to this side.

   Ask yourself what your budget tells you about your values.

3. Reflect on the following questions:

   * How do you imagine you would want your life to change?

     _____

   * What in your present life-style would you not want to have changed?

     _____

   * What dreams would you fulfill?

     _____

   * Would you continue to go to school?

     _____Why? or why not?_____

     _____

   * When you have all the money you need --
     Why would you get up in the morning?

     _____

     When would you get up? _____

     What would you try to accomplish with your day?

     _____

4. What do your answers tell you about yourself?

   _____

   _____

Learning Activity: "My Favorite Things"[9]
Leadership Skill: Understanding Self - values
What To Do: Identify things you do well.
Focus: Group

Instructions for group leader:

As members arrive, give them 3" x 5" cards or a piece of paper and a marking pen to make a name tag. Have members write their names at the top and three or four things they like to do around the edges of their name. Have them decide which thing they are best at doing and write that in bigger letters in the middle.

Now have them pin on the name tags and walk around the room, read name tags, exchange information about the things they like to do and what they do best.

Variation:
After everyone has arrived, have each person share with the whole group the things that they like to do and the thing that they do best.

Interpreting: Is it hard to write and talk about what we do best? In what ways do we put ourselves down? How could we make it easier to discuss our good qualities? In what ways can we show we have good qualities or talents? What do we gain by describing positive things about ourselves?

---

Learning Activity: What Are Needs?[5]
Leadership Skill: Understanding Self - Values
What To Do: Show some basic needs.
Focus: Group

Instructions for group leader:

Discuss the things that are very basic for all people in order for them to live. Think about things beyond air, food and water. Write them down. (Some examples might be security, self respect, ability, values). Group members may want to ask others or do some library research to expand their lists. Together collect magazine pictures that show the basic human needs. Label each need.

Interpreting: In what ways are people very much alike? What basic needs do we share with others? How hard or easy is it for us to fill those basic needs?

Learning Activity: Magic Box[19]
Leadership Skill: Understanding Self - values
What To Do: Plan the contents of the box.
Focus: Group

Leadership
Skills You Never Outgrow

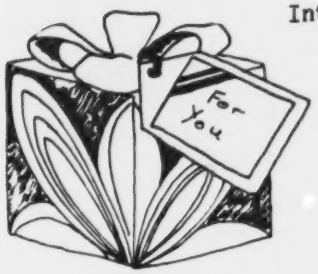
Instructions for group leader:

Tell the members to imagine that a box has been delivered to their home. It is a magic box that can be any size and can contain anything they want it to. Give the members 3" x 5" cards and pencils. Have them write down what their boxes contain. Tell them that they will hand the cards in and what they have written will be read to the group. They don't have to sign the cards.

After collecting the cards, read each one to the group. Be accepting and make sure the group is accepting of all items.

Variations:

1. Members can read their items to the group.
2. Have the group decide on one item that could be in the box that they all would like.
3. Discuss what they would put in the box for a parent to find?




Interpreting: Discuss why some things may be important to one and not to another. In what ways do each of the things suggested have more than one value? How do we often judge another's values by our own? In what ways can we be more accepting of other's values? What can we gain by interacting with people whose values differ from ours?

---

Learning Activity: What Are You Like?[8]
Leadership Skill: Understanding Self - values
What To Do: Compare what you are like.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Before the meeting, prepare sheets of paper or posters with each part of the choices you plan to use printed on them. Place the papers on opposite sides of the room. To start the activity all members stand in the center of the room. Ask a question such as, "Are you more like a Volkswagen or a Cadillac?" Members should decide which choice (Volkswagen or Cadillac) they identify with the most and stand on the side of the room with the poster. Each member then should find a partner on the side he/she has chosen and discuss with the partner the reason for the choice.

Everyone then returns to the center of the room for the leader to give another "What are you like?" choice. Members can again choose between the two alternatives by moving to the appropriate side of the room. This may be repeated with five or six questions. The members should be instructed to find a new partner each time, if possible.

SAMPLE CHOICES:

Are you more like a ping pong paddle or a ping pong ball?
Are you more like a roller skate or a pogo stick?
Are you more like the sun or the moon?
Are you more like a mountain or a valley?
Are you more like breakfast or dinner?
Are you more like summer or winter?
Are you more like a president or a secretary?
Are you more like a follower or a leader?

**Interpreting:** How do different situations affect how you act or the decision you make? In what ways could this change in one year? What things did you find you had in common with others? What in your life experience do you think influenced your choices?

---

Learning Activity: Happiness Is A Warm Puppy[12]
Leadership Skill: Understanding Self - feelings
What To Do: Write associations.
Focus: Group

Instructions for group leader:

Read a list of words. Ask group members to write down the first thing that comes to mind that relates to the word. The words can be related to any topic - animals, things, songs, emotions, feelings or products. Reactions should be almost spontaneous. If nothing comes to mind, leave the space blank.

They choose any words, but it is a good idea to mix some feelings and emotions with physical objects. Some feelings and emotions that can be used include:

| | | | |
|---|---|---|---|
| Fear | Greed | Bombed | Shyness |
| Love | Cold | Jealousy | Surprise |
| Hurt | Desire | Agression | Despair |
| Hate | Sorrow | Hot | Satisfaction |

Do enough words to give good variety. Discuss what associations were related to each word in a small group or with everyone.

**Interpreting:** Did you react differently to feeling words than objects? What were the similarities or differences in how we see feelings and emotions? How do certain emotions and feelings

affect us in different situations (such as having to work with different topics)? What other emotions and feelings could we characterize in the same way?

---

Learning Activity: Human Emotions[3]
Leadership Skill: Understanding Self - feelings
What To Do: Describe how you would feel.
Focus: Group

Instructions for group leader:

Ask group members to do the following with a partner or a small group.

Describe how you would feel in the following situations by using only one word. Try to use words that describe your feelings as precisely as possible.

... The school just won the football championship.
... You missed getting an "A" (by one point) on a test for which you studied very hard.
... You found out your best friend said something untrue about you.
... Someone you cared about very much suddenly died.
... You said something untrue about another person which got him or her in trouble, but you didn't intend for that to happen.
... In one hour you have to present a speech to the entire student body at school.
... You get to spend your birthday with your neighbors.
... Your community presented you with the "Outstanding Citizen" award.
... Your parents gave your sister a surprise party for her birthday at her favorite pizza place and just gave you a 50 cent gift certificate from McDonalds.
... For two hours you've been listening to your principal speak on discipline.

Interpreting: How many different feeling words did you use? Was it difficult to choose different words to describe different feelings? How would these situations affect you if they were real? What other words could be used? How were your reactions different from someone elses? What other ways could someone react to each situation?

Learning Activity: Turning Point[20]
Leadership Skill: Understanding Self - feelings
What To Do: Relax and listen.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Ask all group members to get comfortable and to close their eyes. Tell them that you will be reading a story about beauty and ugliness and that they are each the person talked about. They will have a few minutes afterwards to think about their feelings.

Gently read:

> Last night, while you were going home, one of those big, strange lights that sometimes hovers above cars traveling down deserted highways, hovered above your car. You were "teleported," a little awed but un-harmed, aboard a beautiful spacecraft. There, friendly life-forms offered you apologies and warm drinks. It seems they had selected you for an experiment, and once you heard what they had in mind, you were eager to cooperate.
>
> Into each part of your body that you thought of as lacking, misshapen, or in any way a threat to you, these friendly aliens, without your feeling a thing, located a tiny communicating device which would instantly transmit a mental message to anyone who looked at or even thought of that part of your body. The message that the one who looked at you would always receive was this:
>
> 'Bless you. Be you comforted.'
>
> Now, as you go through this day today, you notice how your nose, pimple, stomach, deformity, voice, age, hair, or whatever it was about your body you thought was a threat to you, functions only to bring comfort to others. If you are thin or fat, tall or short, you see the twinkle in other people's eyes who are shaped like you, and you find you now have no desire to separate yourself from them by changing your shape. If your right hand is missing a finger, whenever this is felt by the one who reaches to shake your hand, you now see the gentleness in his or her eyes, and you know that he or she is assured that, like you, he too has nothing to fear from his body.

You were surprised last night that the aliens also planted communicating devices in the features of your body that you were proud of. You had not realized that you also thought fearfully about these parts. Yet now you recognize that instead of trying to use these physical characteristics to produce a feeling of need, longing, or lack in other, it delights you much more to know that there is nothing about you that does not offer rest and peace to others.

The aliens told you that the experiment was for one day, at the end of which you would receive a gift of thanks for your cooperation. The gift was that, whenever you wished, you would be able to use your body in this new way even after the communicating devices were removed. They said that all you would have to do is change the direction of your thoughts. Instead of letting them boomerang back to form your self-image, you need only allow them to flow gently outward to others. This, they said, you would be able to do by recalling the words, "Bless you. Be you comforted."

In the past, your self-image was formed by what you believed others thought of you. The essential question you asked about any aspect of your body was, "What thought will the person who looks at me hold in his mind?" And you viewed your body through what you imagined the contents of his mind to be. Rarely did you ask, "What thought do I keep in my mind?" because you did not believe that this question related to how lovely you felt. But you are lovely, and your attempts to second-guess what others think and your efforts to change their minds only cause you to doubt yourself. Do not believe you must constantly tinker with your body, its appearance, its standing, or its health, in order to change what you think you are. You will know the beauty of simple giving when you no longer allow your thoughts to curve back at you. To think gentle thoughts about yourself, you need only think gently.

Perhaps it is now that you recall the aliens' marvelous and widely varying shapes. As is yours, how rich a planet is theirs, with so many different kinds of bodies to let their eyes dance upon. You will now have a few minutes to reflect on this.

After a few minutes ask the members to slowly open their eyes.

**Interpreting:** How did you feel about yourself during the exercise? Why is it more important to rely on our own feelings about ourselves than what we think others think about us? What other feelings or thoughts do you have about this guided trip? When in your life do you think it would be helpful to keep in mind the lession of the aliens?

---

Learning Activity: I'm Not Satisfied[9]
Leadership Skill: Understanding Self - behavior
What To Do: Keep a record.
Focus: Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

In a notebook keep a record of specific situations that you feel you don't handle very well, particularly those that occur in school. Keeping this record will increase your awareness of how and when you behave in non-productive ways.

Write in the notebook how you'd like to handle these situations better. When you do behave in ways that produce positive results, record these instances too. Be sure to include how you feel when you behave in ways you think are right!

**Interpreting:** How are some of the situations similar? How were you able to decide that there are better ways to handle the situation? What are your feelings when these situations happen? What things could you do to handle the situations better?

Learning Activity: Who Am I?[15]
Leadership Skill: Understanding Self - disclosure
What To Do: Share about yourself.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

This is an opportunity to show on paper who we are and share it with others in the group. Invite each member of the group to take a large sheet of newsprint and fold it in half. On the outside they are to draw something that will illustrate in some way how they think they look on the outside--how others see them. On the inside, they are to draw something which tells what they think they are really like on the inside. Take a piece of newsprint and demonstrate this to them so they understand the instructions. Answer any questions they have.

Provide plenty of crayons and newsprint and give the participants 20 to 30 minutes to complete their drawings. Then reassemble the group to share the results of the drawing.

To start the sharing, select one of the members who talks readily and ask him or her to describe the illustrations he or she has completed. Listen to and encourage members as they volunteer, or pick them at random.

After all group members have shown and described their drawings, the group may discuss their feelings and response to the drawings and the information shared through them.

Some examples of comments are:

"Now that you've told me that, I feel..."

"Here are some things I noticed in your drawing that also tell me something about you."

The explanation and discussion of each picture may take up to 20 minutes each. Some members post their pictures on the wall as each one is completed.

Interpreting: What kinds of things did most people share about themselves on the "outside sheet"? How did what people shared on the "inside" surprise you? What feelings do you have that were close to what others had? How did this activity help you to understand yourself better?

Learning Activity: I Love To..[10]
Leadership Skill: Understanding Self - disclosure
What To Do: Think about yourself.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader

Provide each group member with pencil and a sheet of paper. Have everyone draw a vertical line down the left side of the paper about 1/4 of the way in. To the right of the line, have them write 10 things that are important to them and that they love to do. Ask them to write each item as it occurs to them.

When everyone is finished, have them code their items by putting the following codes in front of each item on your list.

CODES

"I" things you do alone.
"O" things you do with others.
"$" things that cost more than $2.
"1, 2, 3" the three most important things you love to do.
"N" things you do not do enough.

Ask members to take a look back at their lists and spend a few moments thinking about these things that they value.

Interpreting: How did you feel when you were writing about what you thought was important? When you had to code the items, were there certain things similar? How did your important things vary from your friends'? What did you learn about yourself from this?

Learning Activity: An Inventory of my Human Resources[3]
Leadership Skill: Understanding Self - disclosure
What To Do: Inventory your resources.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

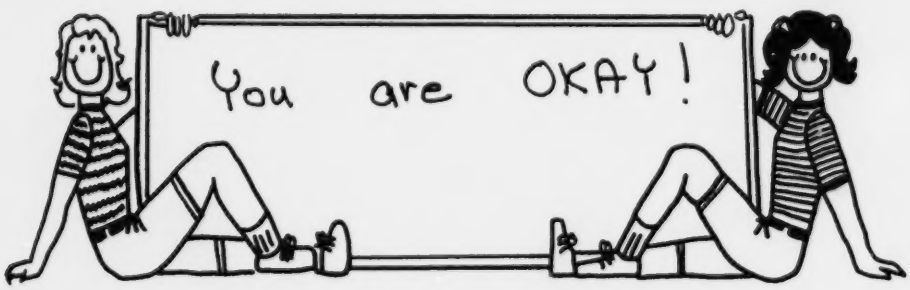
It is helpful to identify our own human resources. In this activity the group members will list their own human resources. Then they will decide what resources they need or wish to acquire. (They may wish to interview someone who knows them well to help identify their strengths.) You can help by providing the following definitions and examples.

TALENT - Naturally given abilities. (Talents act as guidelines for developing skills)
- mathematical ability
- musical ability
- athletic ability
- getting along with people

SKILLS - Specific abilities to develop
- playing the piano
- programming a computer
- typing

GUIDELINES FOR DECIDING ABOUT NEW SKILLS:
- Could I use it in a job?
- Will people pay me to teach them?
- Will skill be useful throughout life?
- Do I like to do it?
- Will it help me have new experiences?
- What skills will I need in future years?

Interpreting: What was most difficult in taking your personal resource inventory? What are the differences between talents and skills? How will you go about developing new skills?



Learning Activity: Fishing[1]
Leadership Skill: Understanding Self - goals
What To Do: Analyze the quotation.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Read the following quotation and discuss within the group what the hidden meanings may be.

"Many men go fishing all of their lives without knowing that it is not the fish they are after."

-- Henry David Thoreau

Interpreting: What different hidden meanings did your group find? What kinds of different things can people go "fishing" for? In thinking about people, do you know anyone who is just after "the fish". What about you? Did talking about the ideas members of your group got from this quotation help you understand better the way you think and how others think?

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Learning Activity: The Light Ball[20]
Leadership Skill: Understanding Self - stress management
What To Do: Relax and think.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

This activity will help group members relax and think of themselves and others.

Ask members to get into a comfortable position and to close their eyes. Gently read the following story aloud. After you finish reading, allow the listeners to rest for another 2-3 minutes.

> Over your shoulder, someone has placed a container that looks very much like a quiver or small golf bag. It contains balls of light each about the size of a snowball. There is an ample supply and every ball of light is within easy reach. When you take one out, it will appear to others that you are scratching your neck or brushing something from your shoulder.
>
> Whenever you toss up and catch one of these balls, it automatically doubles in size. Consequently,

it is possible to make as large a ball of light as you desire by simply juggling it awhile. Since the light is pure, even one small ball is all you need, yet please make the light as large as you think you need, and use as many of them as you believe will be helpful.

You may toss a ball of light at anyone or anything you wish. If it is very large, you may send it with both hands as you would pass a basketball. Or you can throw it like a beachball or bounce it off your forehead like a soccer ball. You can drop-kick it or punt it. It is so light you can even blow it or flip it with your finger. So use any means of delivery you wish. Once it arrives, it will surround and completely fill the person, animal, building, or whatever you have targeted and will cause it to shine and shine until all you can see will be lovely to look at, healed, and made so very happy.

Please observe this one rule: After you have finished, make for yourself an identical sized ball, toss it above your head, and let it settle over you, around you, and throughout you until you too glow as happily as the person or thing you have just blessed.

If you wish to use the balls of light to help you, this procedure may prove helpful. First send the light to anyone, anywhere, whom you imagine to be having a similar problem. Give it to them as a gift after you recognize the gentle joy you can feel on giving; let the ball of light touch and encompass your body and fill your heart and mind.

Ask members to rest comfortably for a while and then gently ask them to open their eyes when they are ready.

**Interpreting:** How did you feel when you were imagining "juggling" with your "light ball"? How did you choose who to give the light ball to? How did you feel during this activity? What other ways could you use this same idea?

Learning Activity: A Lifetime[10]
Leadership Skill: Understanding Self - goals
What To Do: Plan for your life.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Talk about the following:

Each of us has one lifetime to accomplish what we want to do. In the U.S., a person's average life expectancy is more than 70 years - this varies from person to person, but the overall average is about 70 years.

Provide each group member with a piece of paper and pencil.

Have everyone follow these instructions:

1. Draw a line across your paper. Place a dot on each end.

2. Divide the line into seven equal segments. Each segment represents 10 years of life.

3. Write your birth date above the dot on the left. Add 70 years to your birth date and write that date above the right dot. This is the approximate year of your death. Find the place on the line that represents the current year and place a dot there.

4. Think of what you have done in your life so far and imagine where that fits on your life line. Write important things that have happened in your life on the line at the correct place on the line.

5. Now, sit back and study your life line.

6. Next, consider what you want to do before your life is over. Where will these things fit on your life line? Write them in on your line. Think about what you will need to do to help make these things happen?

Interpreting: What feelings do you get when you look at your life line? How do your life goals fit into the discussion. How will you be able to accomplish your goals? What methods will you use to break down your plans into smaller steps that can be accomplished? How can thinking about what you want to do in your whole life help you decide what's important this year?

Learning Activity: Finish the Sentence[10]
Leadership Skill: Understanding Self - disclosure
What To Do: Think about yourself.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Say to the group:

To become more clear about the things that you value, sometimes it helps to imagine them with your group. Write endings for the following sentences:

| | |
|---|---|
| When I'm alone, I... | Girls are... |
| I wish I could... | Going to school is... |
| I don't like... | Going to church is... |
| People should... | If I have money I... |
| Parents should... | When I catch a cold, I... |
| Teenagers are... | I am very... |
| I can't understand... | Love is... |
| When I'm uptight,... | Old people are... |
| What is most important to me is... | Little kids are... |
| | I feel most comfortable... |
| Guys are... | My big problem is... |

When you finish writing, read over what you have written and reflect on it.

If everyone feels comfortable, break into pairs and have members discuss how they finished the sentences.

Interpreting: What surprises did you have about yourself or others when you shared the completed sentences? What kinds of sentences were hardest (easiest) to complete? Are you pleased with what you said, or what changes (goals) would you like to make? How did this help you to undertand yourself better?

Learning Activity: Stress Buffer Shield[25]
Leadership Skill: Understanding Self -
stress management
What To Do: Make a stress shield.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

In this activity members are encouraged to develop a "stress buffer", a shield like the one on this page. A "stress buffer" is a list of things you can use to help you change stress into a positive force and avoid some problems.

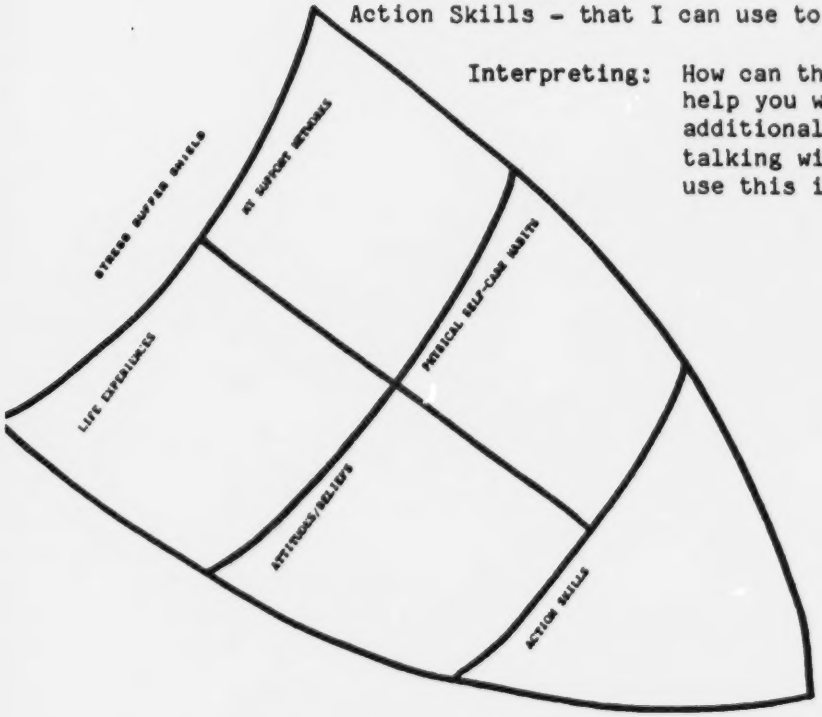
Have each member make his or her own shield based on the model you show on a large sheet of newsprint.

Think about the qualities or things you do that make up your own personal stress buffers. Write down these life experiences, support networks, attitudes, self-care habits, and action skills in the correct section of the shield. (5 minutes)

You may want to discuss each shield more in detail. Pair up or form small groups and share your stress buffer shields with one another.

Stress Buffer Shield Sections:

Life Experiences - that have helped me and taught me to manage.
My Support Networks - people who are friends when I need them.
Attitudes/Beliefs - that help protect me or help me see things differently.
Physical Self-Care Habits - that prepare me or help me get rid of tension.
Action Skills - that I can use to change the situation.




Interpreting: How can the "stress buffer shield" help you with your stress? What additional helps can you add after talking with others? How could you use this in the future?

Learning Activity: Workaholism[25]
Leadership Skill: Understanding Self -
stress management
What To Do: Talk about stress.
Focus: Group

Instructions for group leader:

Start activity by asking each member to find a partner that was born in a different month.

Once pairs are formed, members sit facing one another, comforably close. The first partners to ask a series of questions that the second partners will answer. The questions are:

1. How do you keep yourself stressed?
2. What do you get from it--positively and negatively?
3. What do you really want?
4. How could you create that?

Post the questions in the room so everyone can see them. First partners listen carefully. When the four questions are answered, go back and start over, again and again.

After two minutes switch roles.

The second partners don't need to think as long about the answers. Encourage them to restate the question as part of the answer "I keep myself stressed by ..." The idea is to come up with as much information as possible in two minutes. Encourage them to take some risks. Go with the flow.

The first partners should be good listeners, make eye contact, listen intently and help keep their partners on track. After two minutes give the signal and have the first partners answer the questions.

Switch again so each person answers the questions twice. Allow the partners to discuss with each other what they learned and what the experience was like.

**Interpreting:** How did you feel during this activity? What answers surprised you? In what ways did you have the answers to the stress problems? What other things did you learn about your partner?

Learning Activity: **Tension Hurts**[25]
Leadership Skill: Understanding Self - stress management
What To Do: Find out what tension feels like.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

People under stress often experience chronic tension. This activity will demonstrate the fact that tension hurts.

Direct participants to tightly clench their jaw or one fist. (2 minutes)

You will need to keep reminding members to keep tensing the muscle, feeling the pain growing yet continuing to hold the tension until the time is up. (If you are doing the exercise with the group, your own pain level will probably be a good indication of when to stop.) Don't stop too soon! The point is to experience the pain caused by tension.

When most people are clearly feeling acute pain, instruct the participants to let go. Completely release tension in all their muscles, all at once and allow the pain to go away.

Discuss the following points:

*Tension hurts. Many of us experience pain in joints, muscles, or organs that originates with chronic tension. Planned relaxation can help get rid of some of that tension and pain.

*The same principle applies in other parts of life. Much of our stress and pain comes not from any problem itself, but from our trying to resist the problem and hold on tightly.

*When we "let go" — physically, emotionally, inter-personally, spiritually — our increased flexibility often lowers the stress-pain level.

Interpreting: What reactions (feelings) did you have when you were causing the tension? What physical feelings did you have when you relaxed? How would you compare this tension with other times or situations in your life? What other situations could you use this in? What have you found works to help you release tension?

# Communicating

If communication is the exchange of ideas or information, then a good communicator must have skills both in sending good messages and in receiving others' messages. Sending messages involves speaking, writing, and non-verbal communication skills. Receiving others'messages requires good listening and observing skills.

You will find communication skills are among the most important of the leadership skills. The other skills depend so much on your abilities as a communicator.

Try activities in this section to gain experience in expressing yourself verbally and nonverbally. Other activities will help you become a better listener, a skill essential to understanding and working with others.

The Gossip Line
Reflective Listening
Who Listens
Speeches
Communication Patterns
Game Rules
Expressing Feelings
Table Topics
Your Communications Behavior
Giving Directions
Picture Taking
Behavior Charades
Body Expression
Poster Assignment
Orientation Booklet

Learning Activity: The Gossip Line
Leadership Skill: Communicating - listening
What To Do: Play the Gossip Line game.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Prepare or select a story or statement of 100 words or less. It should be about one subject. Good content would be giving some details about a technical subject or steps in a process.

Send several persons from the room. Before they leave, tell them that they will be called back one at a time and each will receive verbal instructions which he or she will be asked to pass on to another.

Call the first person back into the room. The leader or a member of the group carefully reads the statement to him or her. The statement is read only once. It cannot be repeated. No questions are answered about it either.

Person 2 is called into the room and person 1 tells him or her from memory what the statement is. He or she gives the statement only once, answering no questions. This process is repeated with last person to come in receiving his version of the statement from the previous returnee until all five persons have been given the statement. Person 5 reports the statement to the group as he or she understands it.

Re-read the original statement. Note the amount of change in the message.

Interpreting: What happened to the message between when it was first read until person #5 shared it with the group? In what ways did the message change? What observations do you have about how messages change? What kinds of information were changed most? What does this tell you about how well we listen or are able to remember what we hear?

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Learning Activity: Reflective Listening[10]
Leadership Skill: Communicating - listening
What To Do: Trying out a new kind of listening.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Discuss reflective listening with the group.

Reflextive listening is very intense, caring and interested listening in which you look for as many cues to meaning as possible. When you listen reflectively, you hear and see more than just words and you give feedback. For example, when someone says "I'm tired" and his or her body looks totally exhausted, you might reflectively reply, "You really do seem pooped out". When you do reflective listening, you may be able to tell feelings by looking at the body language. Often a shrug of the shoulders or hand gestures convey more than the words they accompany. It may be a tone of voice or a change in attitude that is a clue. It is reflective listening that reads all the signs, reviews and interprets the feelings, and then shows that you have heard and listened by describing it back to the speaker.

Here are some guidelines for giving feedback which may be helpful to you as you learn to do reflective listening:

Say the same thing in a different way, or say how you think the person feels.

Stick with where the person is coming from right now. Try to not suggest things or go back to ideas he or she had before.

Speak with the same amount of feeling he or she is showing; feel it with him or her.

Use reflective listening only when you feel like you can accept and care for the other person. When you listen, you are saying to the other person, "You are important. I want to understand you."

Try having your group practice reflective listening. Ask group members to form pairs. Have one member per pair talk about a subject or topic that is important to him or her, one that they have feelings about. Ask the other to practice reflective listening skills.

Remember it takes time to develop this skill. Try it several times with each member listening.

**Interpreting:** How would you describe reflective listening to someone who didn't know what it was? Explain what you understand reflective listening to be. What were the most difficult parts of trying to use reflective listening? In what situations would reflective listening be very important? What feelings do you have about learning reflective listening?

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Learning Activity: Who Listens?[23]
Leadership Skill: Communicating - listening
What To Do: Observe others.
Focus: Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

Listening to others may seem on the surface such a simple thing, but in reality, listening is very difficult. Many people take listening for granted and think that good listening comes naturally. Poor listening may come naturally, but good listening almost always requires effort and practice.

Think of people you know whom you think are good listeners. Think about what do they do, how they act, and what they don't do - that makes them good listeners? Make a list of five people whom you believe are good listeners. Write down what you think makes them good listeners and then ask them what they do to be good listeners. You may want to share your ideas with them. That is giving them feedback.

**Interpreting:** What do good listeners do? How do you feel when you communicate with a good listener? How were some of the listeners alike? What new ideas about listening did you get from good listeners? What skills do you want to work on to become a good listener?

Learning Activity: Speeches[14]
Leadership Skill: Communicating - verbal
What To Do: Give a speech.
Focus: Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

Use information that is available at the library, in your school, or at the Cooperative Extension Office about how to select a topic of interest and prepare a talk. Prepare a short talk and use the suggestions given in the material to prepare. You may use a friend, helper, parent or teacher to get additional help.

Practice giving the talk several times, maybe in front of a mirror or with a good friend. Someone listening can be very helpful if he or she gives suggestions. Make arrangements to give the speech before a small group. After the speech, have a helper or friend make suggestions for things you could improve. Be sure to find out which things that were good too.

Interpreting: What were the most difficult parts of preparing the speech? How did you make arrangements for the group presentation? What things went right for you when you gave the speech? What things will you do differently next time? In what ways does who the intended audiences affect planning of a speech?

---

Learning Activity: Communication Patterns[22]
Leadership Skill: Communicating - verbal
What To Do: Survey others.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Introduct this activity by disucssing communication with the group.

Each of us communicates in certain ways with our friends, our family, and with new acquaintances. As you talk with your friends and or your family think about how you may change or improve the way you communicate with certain people.

Give the following directions to the group:

Write on a sheet of paper several names of people you know, and then write a brief description of the most common way you communicate with them (openly, reservedly, on a first name basis only, with respect, etc.). Ask group members to share in small groups how they communicate with others.

Interpreting: How does the way you communicate vary depending on whom you're communicating with? Were there friends who communicated in ways different than you? What did you learn by comparing the information about your methods and your friends' ways of communicating? What ways of communicating that you don't use often now might make you a better communicator if used more frequently?

---

Learning Activity: Game Rules[23]
Leadership Skill: Communicating - verbal
What To Do: Prepare and give instructions.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Ask each member of the group to do the following:

Think of a game that you learned in your lifetime or at school (hopscotch, jump-rope, marbles, touch football, or some other game you really enjoy). Think about all the rules, how the game is played, advice for a new player, and other information that you would need when just learning the game.

Have each without saying the name of the game, share the game rules and information about the game with the group. When instructions are finished, the group members tell back the instructions given. After each has explained a game have them think about what the group members said back. Were they really understanding? Did they give enough information? Was the information correct? Did they ask very many questions?

If members can find one, they may go to a game book that contains information about the game, and see if the description of the game was close to the one they gave.

Interpreting: How complete were your directions? What were the major points of discussion in terms of the rules? What kind of feedback and questioning was necessary to understand the game? What should you keep in mind the next time you prepare to give instructions?

Learning Activity: Expressing Feelings[14]
Leadership Skill: Communicating - verbal
What To Do: Practice expressing feelings.
Focus: Individual

Do this activity with your helper:

Write the feelings listed below on a piece of paper. Then write or tell your helper at least one thought per feeling.

| | |
|---|---|
| fear | love |
| confidence | happiness |
| sadness | caring |

Interpreting: What was hard about sharing ideas about feelings? In what ways are some of your feelings shared by other people? In what other situations do you discuss your feelings with others? How did you fell after you shared your feelings?

Learning Activity: Table Topics[14]
Leadership Skill: Communicating - verbal
What To Do: Participate in table topic discussion.
Focus: Group

Instructions for group leader:

Form groups of 4-6 members who are interested in the same topics. Have member select topics that they would like to discuss. They can be about the club, hobbies, current events, vacations or anything else the group wants to discuss. Appoint or let the group choose a discussion leader. Then hold discussions over a meal, as part of club meeting or informally.

Interpreting: What topics were easiest to get a discussion about? Did most members of the group participate? How well were you able to stay with the topic? How can you improve discussions in the future? What other topics would be good to discus in the future? What are the important ingredients of a good discussion.

Learning Activity: Your Communication Behavior[19]
Leadership Skill: Communicating - verbal
What To Do: Complete group survey sheet.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Discuss communication with the group:

When someone tells you what to do, we call it one way communication; when you talk together with a friend and you share about equally, we call it two-way communication. When you respond back to other people and tell them what you think about what they have said, or you ask if you understood what they have said, you are giving and recieving "feedback."

Distribute and ask members to complete the communication survey sheet on the next page. This will take about 10 minutes. Ask them to be as honest as they can. Form small groups to discuss what the questions mean and compare survey sheet responses with others'.

**Interpreting:** What is your communication behavior like in a group? How would you describe your communication actions? How was the way others communicated like yours or not like yours?

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YOUR COMMUNICATION BEHAVIOR

1. If I as group chairperson were giving a set of instructions and the other group members sat quietly with blank faces, I would: (check one)

   _____ present instructions clearly and precisely and then move on.

   _____ encourage members to ask questions until I was sure that all understood what they were supposed to do.

2. If the group chairperson gave a set of instructions to the group that I did not understand, I would:

   _____ keep silent and later ask group member what the chairperson meant.

   _____ immediately ask the chairperson to repeat the instructions and answer my questions until I was sure I understood what he or she wanted to me do.

3. How often would you let other group members know when you liked or approved of something they said or did (circle)

   never 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 always

4. How often would you let other group members know when you felt irritated, impatient, embarrassed by, or disagreed with something they said or did?

   never 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 always

5. How often do you check out what other group members are feeling and how they are reacting rather than assuming that you know?

   never 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 always

6. How often do you encourage other group members to let you know how they are reacting to your behavior and actions in the group?

   never 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 always

7. How often do you check to make sure you understand what other group members mean before agreeing or disagreeing?

   never 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 always

8. How often do you paraphrase or restate what other members have said before responding?

   never 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 always

9. How often do you keep your thoughts, ideas, feelings, and reactions to yourself in group sessions?

   never 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 always

10. How often do you make sure that all information you have about the current topic of discussion is known to the rest of the group?

    never 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 always

Learning Activity: Giving Directions[14]
Leadership Skill: Communicating - verbal
What to do: Practice giving directions.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Prior to the group meeting write several sentences of directions to complete a task, one set on each card. Ideas for tasks are: lining up in a formation, building something, or doing a simple exercise. Make sure there is quite a bit of detail on each task card.

Divide the total group into smaller groups of about five. Each group should select a group leader.

Each small group leader should be allowed to come to the front of the room, read the directions and then return the card. They should return to their groups and give directions for completing the task on the card. When each group has completed the task, members should signal the large group leader. An other person in the small group should pick up the card the small group leader had and read it to the group.

**Interpreting:** Were the directions clear as the small group leader gave them? What variations happened? What conclusions can you make about when directions have to go through more than one person? In what ways does the small group leader's ability to communicate affect the group's work?

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Learning Activity: Picture Taking[10]
Leadership Skill: Communicating - non-verbal
What To Do: Observe someone.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Have group members choose someone as a partner. Ask them to sit comfortably in front of their partners and look intently at them. They should not be concerned that someone once told them that it was impolite to stare. Urge them to look at every one of their partner's facial features. Notice what each part of the face is doing. What are the eyebrows, eyelids and eyes doing? Take a look at the person's nose and mouth. What about the facial muscles? Partners may remain silent, thinking about a favorite subject or hobby.

Do this for about one minute and then ask members to close their eyes. Encourage members to visualize their partners' face in their minds. If they've missed something, they may open their eyes and pick up on the details they have missed.

They were taking mental pictures of their partners and now they've been processing those pictures. That processing might be

like, "Wow! What a beautiful face." or "How nice his hair is cut," or "She is really interested." This internal processing or internal talking goes on all the time, each time we meet and talk with another person we add some information to the file. Internal processing greatly affects our relationships with others.

Interpreting: What parts of your partner's face gives more clues to his or her thoughts than others? Share with your partner how you felt about "staring" and then what you were thinking about in your mental picture. Your partner may want to do the same. How do you change your mind about someone when you analyze and study him or her in this way?

---

Learning Activity: Behavior Charades[19]
Leadership Skill: Communicating - non-verbal
What To Do: Express ideas and emotions.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Make cards which have words on them that are feeling words. You may use words like loving, happy, frustrated, impatient, afraid, lonely, worried, etc. Choose words that are commonly understood. Shuffle the cards.

Form small groups who will work together to act out this activity. Have each group select one card and plan a skit. Each skit will portray nonverbally a message which you give all the groups demonstrating the feeling on the card the group drew. A message you might use with all the groups is, "I'm glad you're here. We've got a lot to talk about." The actors will want to act out the feeling that drew using gestures, looks, body stances and changes in their voices (non-verbal communications) as they give the assigned message. Have other groups guess what the feeling was. Everyone can use the same message or you may choose several messages.

Interpreting: What different meanings be conveyed by the same words? Were some of the statements very strong? How important is it to have what you say match how you say it? Analyze each feeling your group acted out, what are the facial expressions, gestures, and body language that convey each feeling? How can ability to recognize feelings from non-verbal communication help you be a better communicator?

Learning Activity: Body Expression[7]
Leadership Skill: Communicating - non-verbal
What To Do: Express emotions.
Focus: Group

Instructions for group leader:

We sometimes display our feelings and emotions in funny places on our body. If we learn some of the signs, we will be better able to understand how others communicate their feelings. Use the list below and see how each member would show the emotion by using the body part next to it. Some of these might be hard, but encourage everyone to share several ideas.

| | |
|---|---|
| Love - feet | Impatience - feet |
| Frustration - eyes | Boredom - legs |
| Anger - mouth | Exasperation - eyes |
| Fear - mouth | Tenderness - hands |
| Disgust - arms | Excitement - mouth |
| Surprise - hands | Dislike - arms |
| Sadness - mouth | Exhaustion - waist |
| Reverence - arms | Joyfulness - fingers |
| Sorrow - shoulders | Puzzlement - shoulders |

Interpreting: How hard were some of the emotions to show? Were some members able to show feelings nonverbally better than others? Which emotions and motions appeared to be close to the same? What other emotions are often shown through body motions, using specific body actions? Which parts of the body are used most often to express emotion?

---

Learning Activity: Poster Assignment[17]
Leadership Skill: Communicating - writing
What To Do: Discuss and prepare a poster.
Focus: Group

Instructions for group leader:

Have the group discuss experiences they have had in which they have done something because of pressure from friends. Clothing styles, words, attitudes and participation in activities are examples of things that can be influenced by friends.

Using the theme of "Be Yourself" or "It's Okay to Say No," have the group develop posters, one for each type of pressure. Posters can illustrate that putting these kinds of pressures on others may not always be fair or right. Encourage members to share these with families, friends, teachers, and others who are important to them.

Interpreting: What are examples of behavior which

brings the most pressure for you? Were captions necessary in all the posters, or how did some of them stand on their own? What other ways can we communicate this information? What can you do when you're feeling pressed to do something you don't want to do?

---

Learning Activity: Orientation Booklet[17]
Leadership Skill: Communicating - writing
What to do: Use words and drawings to communicate.
Focus: Group

Instructions for group leader:

Have the group examine books that have a particular idea or concept well illustrated through drawings (Charles Schultz's Happiness is Walking Hand in Hand is a good example). Discuss the possibility of helping others about their age by developing a booklet which will be duplicated and distributed to students who are currently a year or so younger. The group may want to develop several booklets or work together on one booklet.

The purpose of this booklet will be to help the younger students understand what the group's grade or age period is really like. List situations which reflect the realities of the grade, such as forgetting a locker combination; being late to class, trying to make friends in a new social group, working hard on homework, not getting selected for something important, and deciding whether to smoke, drink, or make out at a party.

Members design and create pictures and captions which describe to incoming students what situations await them. Drawings might also suggest good ways for new students to handle those situations.

Interpreting: What issues are really important in your grade? In what ways can we help others to make decisions? How would this book be helpful to members? What other groups, clubs, or classes that you are in might benefit from a similar orientation book? How did developing this book help you think about your own situations?

# Getting Along with Others

From the time we were infants, each of us has been building relationships with the people around us. Humans are social animals and need interaction with others to thrive. Interacting one-on-one with other people can help us understand and accept who we are and give us the encouragement to try new things. We can provide the same kind of help for those with whom we interact.

We need to give others support and assistance and to receive help from them to reach goals. Leaders must be able to gain the confidence and trust of people they work with.

In this section you'll develop skills that will help you feel comfortable with other people, even those you don't know. You'll have a chance do activities to develop caring skills, skills that will be very useful in developing close personal relationships. You'll learn to find common interests and to understand and accept differences. Through practice you can become more comfortable meeting people, getting acquainted and expressing thoughts and feelings.

My Name Is...
Wanted Posters
Positives for Others
Freedom/Responsibility
Put-Downs
Introductions
Relationships With Parents
Friends and Teachers
Sound Off
Communications With Friends
Test for Closeness
What Is It?
Sociogram
A Gift For You
What Are You Doing Saturday Night?
Brag Session

Learning Activity: My Name Is...[12]
Leadership Skill: Getting Along With Others - meeting
What To Do: Get to know others.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Have each group member write his or her name on a piece of paper. Write it several different ways print it, make it very small, then very large, mis-spell it. Can letters be omited and have it be pronounced the same? Do they know if it has a related name in other cultures (Mary=Marie). Color the name, decorate it in some way. Say it loudly, whisper it, sing it. Tell your group your name in a rhyme (My name is Sam, I like ham). In the group have members discuss their names. The topics below will give you ideas for discussion.

What is the origin of your name?
- Animal -- Bear, Lion, Wolf
- Flower -- Daisy, Rose, Violet
- Personal Characteristics -- Longfellow, Short, Handy
- Occupation -- Miller, Walker, Weaver, Smith
- Nature -- Robin, Gale, Dawn, Dale
- Place -- Rhoades (roads), Craig, John
- Color -- White, Brown, Rusty
- Jewels -- Garnet, Ruby, Jade
- Son of -- Johnson, Stevenson, Hansen

How do you sign your name? Do you write your full name, including middle? What part don't you write? When?
Did your parents have something specifically in mind when they named you? What?
How do you feel about your name? How have your feelings changed?
Is your name usually associated with one sex? Which one? Is it used for both sexes about equally?
Do you wear monograms? Is your name up in your room? On jewlery? Do you like putting up your name or wearing it?
How do you feel when someone forgets your name? How about when they call you the wrong name? or "So and So's" little brother, sister, or daughter or son. How about when someone mis-spells it or mispronounces it after being told four times the correct way?
How do you want your name written on your tombstone?
If you could have any name in the world, what would it be? Why?
Do your parents use your name differently under different circumstances? How? In what situations? What do you like them to call you?
Do you express anger in the way you use names?
How do you use names when you want something?
Is there anything else you express through names?
Is there anything ridiculous about your name? Your initials?
How well do you remember the names of others? Who's names do you remember? Whose do you forget? Why?
Do you have pet names for people? Do people call you pet names? Do you like to be called by pet names?

Do you have a nickname? What? Do you like it? Do you call other people by nicknames? How do you decide? Do others (outside family) call you nicknames? Out of meanness? How do you react? Who calls you by nicknames? Do you have a special nickname only your family knows? What? What is its origin?

Interpreting: What did you learn about your name? What did you learn about yourself? About others? What similar and different feelings did you have with others in the group?

---

Learning Activity: Wanted Posters[7]
Leadership Skill: Getting Along With Others - meeting
What To Do: Create posters.
Focus: Group

Instructions for group leader:

Explain that all the group members will be introducing themselves through "Wanted Posters" that they create about themselves.

Give each participant a straight pin, a pencil or marking pens, and a copy of the Wanted Poster blank. The participants are given five minutes in which to complete the posters and pin them to their backs.

Tell the group members to stand and then mill around the room, reading each other's Wanted Posters and sharing their own posters with others. Reassemble the group.

Interpreting: What was the hardest part of making your poster? What did you learn about others? What things were alike on both your poster and other peoples?

**WANTED Poster**

**WANTED**

Name _____

Occupation _____

For

Always being _____

_____

Having strong needs for _____

_____

Greatly valuing _____

_____

Living by the slogan _____

_____

_____

Learning Activity: Positives For Others[8]
Leadership Skill: Getting Along With
Others - meeting
What To Do: Compliment others.
Focus: Group

Instructions for group leader:

Discuss the following with the group:

To have friends, to be accepted as a member of a group or to be accepted as a leader, people need to show a caring and accepting attitude. Living with families, visiting with friends, being in the classroom and being in a 4-H club are everyday situations. In each situation, an accepting and caring attitude can be shown. In most cases, other people, in turn, will accept and care about us. They also will be more likely to accept our ideas and influence. We are not able to function effectively as a leader or as a member of a group unless we can relate well to others.

Divide the group into small sub-groups of four to six. Have small groups sit in circles. Each member will share one compliment about each of the other group members in the circle. Compliments may be about a member's appearance, personal actions, or success in school or other activities. For example, "Sally is good in math", "John has on a nice shirt", "Mary gets good grades in school."

Interpreting: How did it feel to have the other group members compliment you? Were you able to accept graciously the compliments? How did it feel to compliment your group members?

---

Learning Activity: Freedom/Responsibility[5]
Leadership Skill: Getting Along With
Others - meeting
What To Do: Interview two people.
Focus: Group

Instructions for group leader:

Have each group member select two people to interview. They should choose individuals who differ in personalities. They might select persons they think are quiet, shy, enthusiastic, timid, boastful, fun to be with, or bold. Prepare five questions to ask them about how they choose what to do in their lives. Members might ask about their ideas on setting limits for themselves or others, on giving reasons, on accepting consequences for actions and on other goal or value questions.

Before the next meeting members interview them and take

notes. Discuss what they found out. Keep your discussions private so you do not embarrass or hurt the persons interviewed.

Interpreting: How do personal freedom and responsibility for actions fit into the lives of the people you interviewed? Of what importance are guidelines, logical reasons, and consequences? What are your own answers to the interview questions? How did doing this interview affect your ideas about how you want to direct your life in the future?

---

Learning Activity: Put-Downs[17]
Leadership Skill: Getting Along With Others - meeting
What To Do: Discuss common putdowns.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Write down several "put-downs" that you have heard in the last several days. (Examples could be found in sports, school, parents, clubs, in the media, or personal). Write each one on a separate slip of paper and have each person in the group draw one. After reading the "put-down" aloud, each member should describe how he or she would feel if someone had said such a statement to him or her.

Time permitting, role play the situations in which "put-downs" are likely to occur. Discuss ways of dealing with them. Role play ways in which the situations could be handled without the use of a "put-down".

Think of ways in which "put-downs" pressure a person. Draw a relationship between the strength of a person's self-image and his or her willingness to participate. Write down positive statements which would encourage rather than discourage people from playing with others in the class and save the positive statements for all to use.

When appropriate or necessary, choose a positive statement rather than a "put-down" as a way of communicating to someone else.

Interpreting: How do "put-downs" generally make us feel? What relationship is there between self-image and willingness to participate? What positive statements work well for you? How would you change a "put-down" into a "put-up"?

Learning Activity: Introductions[8]
Leadership Skill: Getting Along With Others - meeting
What To Do: Practice making introductions.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Explain to the group that the ability to meet people and make introductions with ease is a valuable skill for everyone.

When you are being introduced:
* Smile
* Think about making the other person feel at ease. Then you won't have time to feel nervous or uncomfortable.
* Be warm and friendly.
* Look the other person in the eye.
* Step forward.
* Be sincere in what you say.
* If the other person extends his or her hand to shake hands, respond with a warm, firm handshake. It's OK to offer your hand if the other person doesn't.

When you are doing the introducing:
* When introducing a man to a woman, say the lady's name first. For example, "Mary Brown, I would like for you to meet Joe Oliver."
* When introducing a much older person to a younger person, say the older person's name first. For example: "Grandmother, this is a friend of mine, Ron Franklin. Ron, this is my grandmother, Mrs. Williams."

Some other phrases which you might use are...
*_____please meet_____
*_____I would like for you to meet_____
*_____Have you met_____?

Have members practice with several people in the group.

Interpreting: What is the hardest part in making introductions? What new things did you learn about making introductions? What are the important parts of an introduction?

Learning Activity: Relationships with Parents, Friends and Teachers[3]
Leadership Skill: Getting Along With Others - meeting/accepting
What To Do: Role play.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Have the group role play or discuss the moments that follow the situations described here, having a different person play each part in the situations.

1. Parent/child
   Sally is a 16 year old high school junior. She has not dated very much. The boy she is dating now is 18 and a junior college student. He has long hair and her parents do not like him. She has a ten o'clock curfew on school nights. This particular night, she does not arrive home until 12:30. Her parents are waiting up for her when she comes in.

   Discussion questions:
   Why might Sally's parents be worried or upset? What could Sally and her date have done to prevent this incident? How might her parents' attitude be different if they liked the boy?

2. Peer relationship
   Jane told Nancy her feelings about having Jill on the cheerleading squad. Nancy tells Lori and Lori tells Jill. Jill confronts Jane in the hall and in a very loud voice says "I hear you don't think I am good enough to be on the cheerleading squad".

   Discussion questions:
   What are some other ways this situation could be handled? How might you handle a similar situation where a confidence has been betrayed? How can destroying confidence affect a relationship?

3. Student/teacher
   John is an average student. He has a report due today that he does not have done. He did not hand the last two reports in on time. The teacher confronts John with the fact that he has not handed in three reports on time.

   Discussion questions:
   Why doesn't John turn his homework in on time? How could the teacher help John to be a more resopnsible student?

Interpreting: Why is it important to act in a responsible manner towards parents, teachers and peers? What are some ways to show parents, teachers, and peers that you are responsible? What can you do to help your parents understand you?

Learning Activity: Word Exploration[22]
Leadership Skill: Getting Along With Others - trusting
What To Do: Talk about what words mean.

Leadership
Skills You Never Outgrow

Focus: Group

Instructions for group leader:

Divide the group into small discussion groups and choose one of the words listed below. Define the word and then discuss how it can help communication and friendship. Report back to the group as a whole.

| | |
|---|---|
| trust | optimism |
| honesty | generosity |
| kindness | patience |
| courage | reliability |

Interpreting: What did you discover in defining and discussing your word? How can the lack of these qualities or behaviors hurt a friendship? What ways do we act if we want the words to describe us?

---

Learning Activity: Sharing[14]
Leadership Skill: Getting Along With Others - trusting
What To Do: Practice sharing thoughts and ideas with a friend.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Have each group member find a partner. Have partners share something very important that has happened to them. It can be exciting or troubling but should be very important. After each person has had an opportunity to share, discuss feelings.

Interpreting: How did you decide what to share? How did you feel about sharing? Was it easy or difficult? How did you and your partner react?

Learning Activity: Sound Off[15]
Leadership Skill: Getting Along With Others - trusting
What To Do: Sharing yourself.
Focus: Group

Instructions for group leader:

One member makes a statement about what he or she believes to the group. The statement must meet two requirements: (1) the person must mean it, (2) it doesn't have to be profound, but it should be important. (Examples: "I really like cello music." "People who clip their fingernails in public bug me." "I want the Dodgers to win the World Series.")

After each person has given a statement, the group may react. Limit reactions to five minutes. Everyone in the group should have a chance to react. This may be done over a period of time or in one sitting.

Interpreting: What important things did you learn about others? Were any statements by others also important to you? What are the best ways to listen and react to statements that are important? What did you learn about yourself?

---

Learning Activity: Communicating With Friends[22]
Leadership Skill: Getting Along With Others - caring
What To Do: Discuss in small groups.
Focus: Group

Instructions for group leader:

Divide the group into pairs or triads to discuss the differences between friendship and love. Note the differences between how friends communicate with one another and how those who are in love communicate. You may want to write the differences down on paper.

Interpreting: What are the major differences between friendship and love? How do people in these two situations communicate differently? Have you observed people who are both in love and good friends? What have you observed about their relationship?

Learning Activity: Test For Closeness[21]
Leadership Skill: Getting Along With Others - caring
What To Do: Take a test.
Focus: Group

Instructions for group leader:

Introduce personal space with this discussion.

> This activity shows how people feel about openness. It is so easy to assume that everyone else's world is the same to them as ours is to us. This is not true.
>
> The world in which people live is within their minds. Everything that happens in the world around them is interpreted in their minds in terms of their past experiences. Since their experiences are unique to them, the way they interpret what is happening differs.
>
> People even differ in the closeness to an opponent in verbal exchange that they find comfortable. A person may be able to discover the differences in personal space desired for normal conversation through the following exercise.

Use this in a group situation where not all members understand why other members might be reacting the way they are. A tape measure is needed.

Have each person select a partner. Each pair stands about fifteen inches apart. They begin a conversation.

As the conversation proceeds, Partner "A" backs slowly away until he reaches the right distance to make conversation comfortable for himself or herself. "A" stops at this spot and the distance between "A" and "B" is measured with a tape measure.

This experience is repeated with Partner "B" doing the moving forward to the fiftenn inch spot and then backing away to the comfort spot. The partners' distance preferences almost always vary. There is a minimum and maximum distance for most people. Too close and they feel engulfed, too distant and they feel rejected.

A variation of this is to ask the entire group, if it is small, to rise and walk to the spot within the room where they feel most comfortable in the presence of so many people. Examine and discuss.

Interpreting: How did you feel at the beginning of the conversation with your partner? What surprised you about the distances people need in conversations? What difference will this make as you talk with people?

Learning Activity: What Is It?[5]
Leadership Skill: Getting Along With Others - caring
What To Do: Discuss friendship.
Focus: Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

Discuss friendship. What does it mean it to you, family, and friends? Where does it come from? Where do you get it? What can happen to it? You may want to put some of your thoughts in writing.

Interpreting: How were your ideas alike or different? Is friendship the same over time? How do friends have an influence on how you think?

---

Learning Activity: Sociogram[5]
Leadership Skill: Getting Along With Others - caring
What To Do: Chart a sociogram.
Focus: Individual

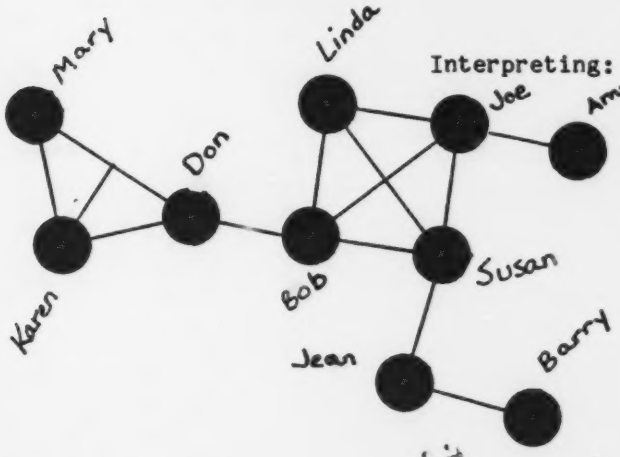
Leadership
Skills You Never Outgrow

Do this with your helper:

A sociogram is a friendship diagram that shows a group of people and whom each person in the group thinks are his or her best friends.

Make a sociogram for your parents and their three best friends. Make a sociogram for yourself and your three best friends. To do the sociogram write the names of the people to be diagrammed; then draw lines to connect best friends. Add people until three best friends are listed for each of the primary people (you or your parents) and their three friends.

When the sociograms are charted, write your own interpretation.




Interpreting: What can you observe about friendship patterns from your sociograms? How would your sociogram have differed a year ago? How are your friends different from you and each other? What do you look for in your friends? How does the way you relate to one friend differ from the way you relate to your other friends?

Learning Activity: A Gift For You[21]
Leadership Skill: Getting Along With Others - caring
What To Do: Show how you care.
Focus: Group

Instructions for group leader:

Have all gruop members think of a gift for each person in the group. This may be a tangible object, for example, "a traveling bag for Jane, who has often said she liked people who can go on long trips." It can be symbolic as "a four-leaf clover to wish over." Or it can be an intangible gift, "the sound of your new baby brother's cheery laughter."

After members think of gifts for everyone, then write them on cards and sign them. Distribute each gift card to the appropriate person. As people leave, each one takes home "gifts" that have been bestowed on him or her. These "gifts" give the individual a strong positive image of how he or she is thought of in the group.

Interpreting: What process did you go through in your mind to decide on gifts? How did it make you feel to give your "gift"? How did you feel to receive other's "gifts"?

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Learning Activity: What Are You Doing Saturday Night[5]
Leadership Skill: Getting Along With Others - caring
What to Do: Interview people.
Focus: Group

Instructions for group leader:

Have each group member identify and write down on paper the names of 4 or 5 people who are a variety of ages. Be sure they list youth and elderly people. Prepare questions about their dating customs, what was "off limits", what was daring", and what parent supervision they had. Members should interview them and share their information with the group at the next meeting.

Interpreting: What kinds of experiences did the persons interviewed have? How do you think they felt about restrictions placed on them? What things or situations are like that today? How can we compare our dating customs and theirs? How are relationships with peers like they were in other times? How are they different?

Learning Activity: Brag Session[21]
Leadership Skill: Getting Along With Others - management
What To Do: Share about yourself.
Focus: Group

Instructions for group leader:

For two or three minutes each person should jot down on paper the positive things about himself or herself. Then each person will share for three minutes his or her notes with a small group. This is the time to brag. If a member doesn't use the full three minutes, the group or family can share additional information: "Don't you think you also..." etc.

Interpreting: How did you feel saying good things about yourself? What ideas did others add? How did most people react to the additions given them? What do you gain by thinking about the positive things about yourself.

# Learning to Learn

Everyone aquires new knowledge, skills and/or attitudes nearly every day. We also continue learning throughout our lives. Learning is essential for survival in a changing society. As things change we have to learn new knowledge, skills and attitudes that help us not only cope with the changes, but also give positive new direction to our lives. Today the pace of change is very rapid so everyone needs good learning skills. A leader is a lifelong learner who is able to help others learn.

The activities in this section will help you discover how you learn best. You can explore ideas or attitudes that block learning and creative thinking. You'll also have a chance to practice behaviors that stimulate creativity. You can explore different learning techniques and think about the ways you like to learn. You will be able to gain experience in helping others learn by trying your hand at teaching.

Numbers Game
Learning Techniques
Cone of Experience
Mind-Growing
Mental Blocks
Brains in Action
Innovations and Me
Life is Like
Slogans
Brainstorming
Hunting Grounds
Why Not
Demonstration Grab Bag
Library Day


---

Learning Activity: Numbers Game[13]
Leadership Skill: Learning
What To Do: Analyze numbers.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

A minimum of seven or eight participants is needed for this activity. Introduce the activity with the following:

When a group of people is dealing with a set of complex issues, it takes a great deal of insight to bring all the information together in a way that makes sense. There is a short test that shows how information that is apparently random

often is not as haphazard as it seems. Since it takes only a few minutes to do it, we will do the following activity and learn something about how to approach complicated tasks.

Hand out to each person the Numbers Game Sheet face down, asking participants not to look at it until everyone is ready.

When all the participants are ready, give directions as follows:

> I will be keeping time on this activity. Turn the page over and put your pencil on Number 1. Your task is to draw a line connecting all the numbers from 1 to 60 in order. Draw a line to number 2, then to 3 etc. It is all right to cross lines. Raise your hand when you are finished. Now continue as fast as you can.

Begin timing. Note the elapsed time when the first person finishes and also when the last one is through (or you call time).

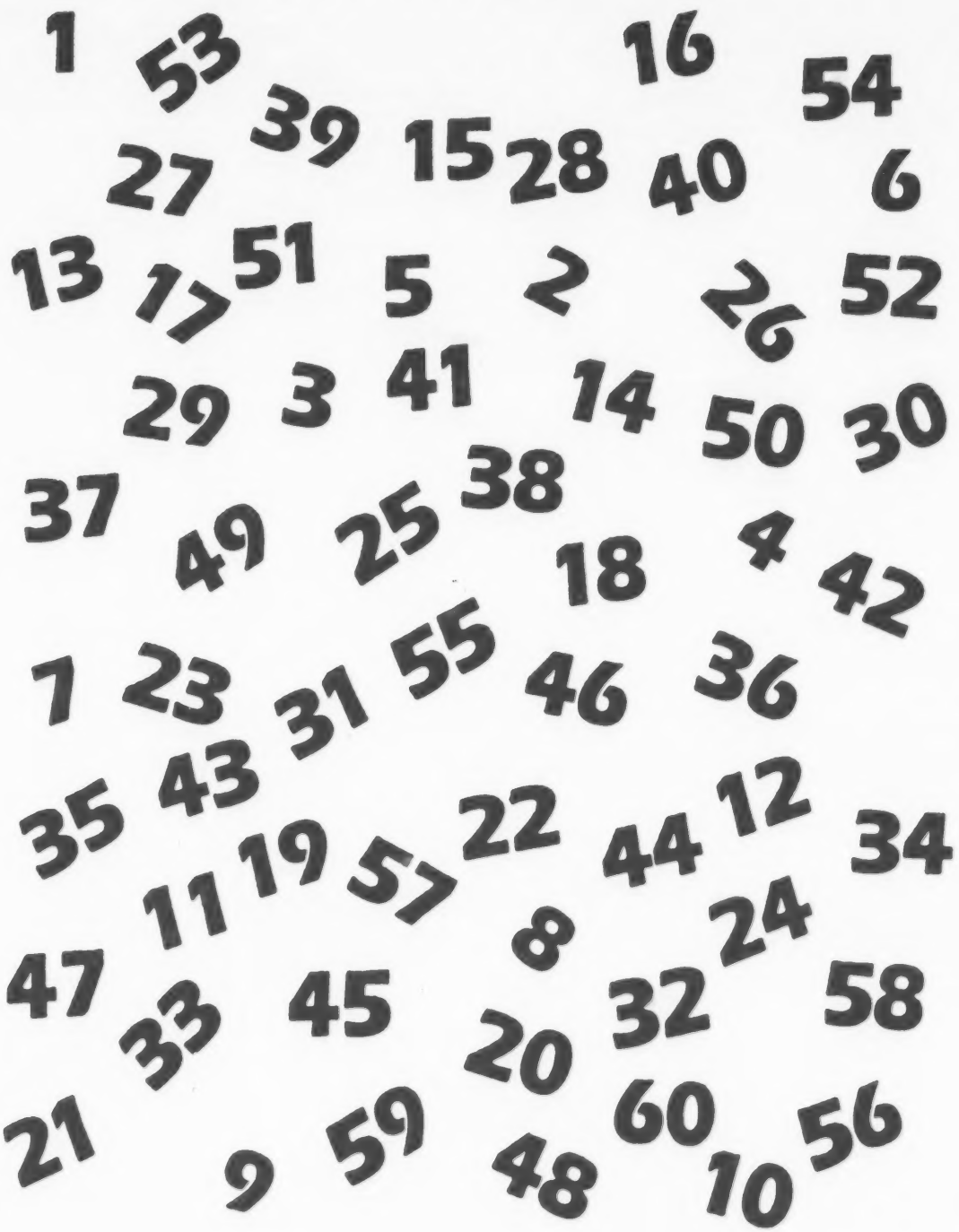
When everyone is finished, announce the completing times for the first and last person. Ask if anyone saw any order or pattern in the numbers. Display a number Game Sheet and show the following pattern:

1. Odd number are on the left
2. Even numbers are on the right
3. The pattern moves down the page, then up, then down again.

Emphasize the fact that seeing the pattern reduces the area to be examined and speeds up completion time. Analyzing the structure of a task can increase efficiency.

Interpreting: What did you learn about yourself in this activity? How can looking for patterns in other problems help to solve them? What caused different people to finish at different times? Did anyone try to see if there was a pattern before he or she started? Did you see a pattern as you began the exercise? Does having a time limit make a difference?

THE NUMBERS GAME SHEET



Learning Activity: Learning Techniques[15]
Leadership Skill: Learning - techniques
What to Do: Fill out the self-competency scale.
Focus: Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

Using the codes below, place an X in a column after each teaching technique which you feel best describes your level of competence for each technique.

A: I have no knowledge of this technique
B: I know what the technique is, but I have never been a part of a group in which it was used.
C: I have participated in this technique but never as a leader
D: I have used this technique when leading groups
E: I feel comfortable using this technique

| | A | B | C | D | E |
|---|---|---|---|---|---|
| Interviewing Individuals | | | | | |
| Interviewing Groups | | | | | |
| Leading Discussions | | | | | |
| Setting Up Role Plays | | | | | |
| Leading a Learning Exercise | | | | | |
| Increasing Participation | | | | | |
| Telling Stories | | | | | |
| Leading Group Games | | | | | |
| Helping Individuals Feel Comfortable | | | | | |
| Solving Interpersonal Problems | | | | | |
| Guiding Groups to Decisions | | | | | |
| Meeting Parents | | | | | |

Interpreting: At what level are your abilities at this point? What activities can you plan or get involved in to help you with the A's, B's, or C's? What would be the benefits of feeling confident in using more teaching techniques? How would these skills help you as a leader?

Learning Activity: Cone of Experience[15]
Leadership Skill: Learning - techniques
What To Do: Practice learning in each level.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Introduce this activity by discussing the following and showing the group the Cone of Experience:

"There are many kinds of learning and teaching techniques. It is a good idea to choose the correct one for the situation. Experts tell us learning situations can serve as a guide in selecting the right teaching technique. Knowing how learners like to learn can help too. As you look at the Cone of Experience, think about some of your favorite learning experiences and some that were not so good. Where do they fit on the Cone? The cone illustrates that the more a person gets involved in the learning activity, the more he or she is likely to learn.

Make a list of favorite ways to learn for the members of your group on a piece of newsprint. Make a list of the ones group members like least. Identify where they fit on the cone, and discuss how members judge them to be a good or poor learning activity.

Interpreting: Were most people's feelings about the same? Were some learning methods on one member's favorite list on others' least liked list? What surprised you about where some learning experiences were on the Cone? Would you add any, and where would they go? Do you agree with the idea of the Cone? What do the differences in preferences tell you about planning for learning?

---

Learning Activity: Mind-growing[23]
Leadership Skill: Learning - techniques
What To Do: Think back.
Focus: Individual

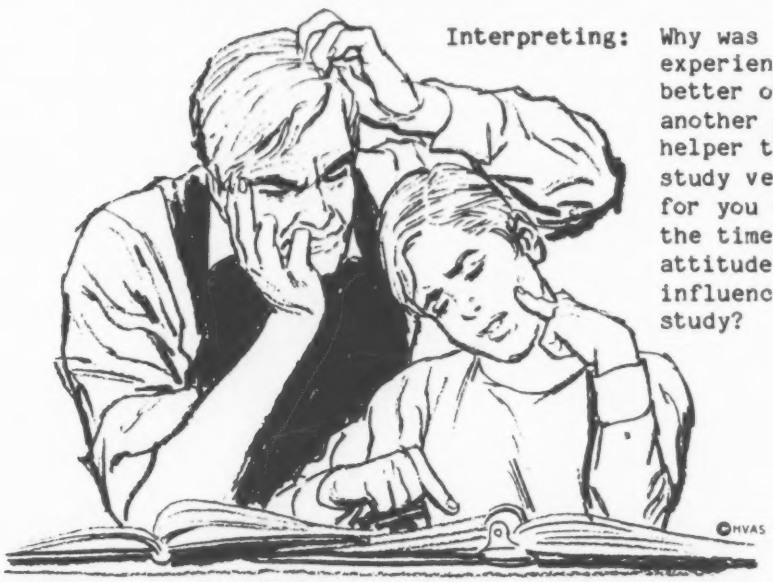
Leadership
Skills You Never Outgrow

Do this activity with your helper:

Think back to a time when you sat down and studied with a friend, or your family helped you with some homework. In your imagination, relive that time. Close your eyes and imagine the books and papers in front of the two of you.

Listen to yourself as you asked questions. See how you acted when suggestions were given. Were questions asked of you that you answered? Did you do certain things together like memorize spelling words, figuring out questions, saying "right" or "yes" when it was a good time? Sometimes you might have even laughed at a funny situation.

Now open your eyes, and think about that time compared with the way you study now.




Interpreting: Why was it a good learning experience? What parts made it better or worse? Is studing with another person as a tutor or helper the way that you learn or study very often, or it is better for you to study alone most of the time? How were your attitudes about learning influenced by people who help you study?

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Learning Activity: Mental Blocks[27]
Leadership Skill: Learning - blocks
What To Do: Discuss blocks to learning
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for the group leader:

Sometimes, people have an attitude or a block which causes them to quit trying to think or learn. They may use these blocks on themselves, or even say them to other people, which sometimes causes the other people to stop thinking. Below are listed some of these words. Take each "Block", write it on a piece of paper and then ask small groups to act out a situation when the use of the "block" really did stop further thinking. The groups may also decide to do a poem, poster, or song to show how people sometimes stop mental activities with these ideas. Examples of block statements include:

"That's the right answer."
"Be practical."
"Avoid confusion (ambiguities)."
"Play is frivolous."
"Don't be foolish."
"That's not logical."
"Follow the rules."
"To err is wrong."
"That's not my area."
"I'm not creative."

Let the groups pick another block if there is time. Allow individuals to discuss how they feel about their group and what it did.

Interpreting: How did group members show these blocks? Were they able to understand and give others a clear message? How can you continue to remember the importance of not developing a blocking attitude and thinking? How can you encourage others to not block their thinking?

---

Learning Activity: Brains in Action[23]
Leadership Skill: Learning - creativity
What To Do: Imagine.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Ask group members to get comfortable and relax, close their eyes and listen while you read the following aloud. Read slowly allowing time for thought.

In your imagination picture a group of scientists and scholars in a laboratory discussing their ideas, searching for ways to test their findings, putting together their scientific equipment, sharing their excitement and enthusiasm for a project, and observing an

experiment with eagerness to see if it turns out successfully. Watch them very carefully.

Now, put yourself in the scene. Walk around among them until you feel comfortable enough to make a suggestion. Be confident that you have an idea, a method, a procedure they've never thought of. Listen to yourself giving advice.

Ask group members to describe the scenes they visualized for the group. Then discuss the atmosphere and how members felt.

Interpreting: How did you feel? When you thought you had something to offer, did you become more confident? How would you describe the eagerness of the scientists to learn more? When have you felt like that?

---

Learning Activity: Innovations and Me[23]
Leadership Skill: Learning - creativity
What To Do: Think about ways you react.
Focus: Group

Instructions for group leader:

Introduce this activity by discussing the following:

As new ideas and inventions are shared with us, sometimes we react in a particular way. This may make a difference in how we accept the idea.

Ask group members to close their eyes, settle back for a rest, and read the following paragraph to them:

Picture a friend, teacher, or child coming to you with a new idea, maybe even a request for your support or assitance. First, listen to the idea, then let yourself react against it. Give it all your imaginative anger, opposition, and dismay. Now, relax again and picture yourself having the opposite reaction. Let yourself be overjoyed, proud, delighted, and wanting to participate in the new idea.

Interpreting: Which way was most comfortable to you? What were the strongest feelings? How did the imaginary friend react to each part? How do you think this applies to how you feel about learning or accepting new ideas?

Learning Activity: Life is Like[23]
Leadership Skill: Learning - creativity
What To Do: Practice unlikely corrections.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Introduce this activity by saying to the group:

Sometimes we are able to come up with new and different meanings for things we often take for granted. Take a look around and notice common things like windows, doors, doorknobs, lamps, or some other items. To practice expanding your creative thinking, try to develop new meanings for these objects by comparing them to life.

Complete the sentence, "Life is like an (object in the room), because _____

Some examples for use of "doorknob" as our object include:

"Life is like a doorknob because it's full of twists and turns."
"Life is like a doorknob because it helps people get to the other side."
"Life is like a doorknob because everybody holds it in their hands."

Have each member of the group supply endings for the "Life is like ..." sentence. Go around the group several times if you can. Think of different things which may be put together in unlikely connections. Write them down and think about them for a while.

Interpreting: Were there combinations which were harder than others? Did some of the statements have deeper meanings than you first thought? How could you help your family, friend or group to discuss the hidden meanings in some of these statements?

---

Learning Activity: Slogans[23]
Leadership Skill: Learning - creativity
What To Do: Create slogans.
Focus: Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

Create at least five new slogans (ones you've never heard of) for an anti-pollution campaign, for natural foods for your high school. Write them down and share them.

Interpreting: What makes some of the slogans

more catchy than others? What rhythms were best for the message? What was the most difficult part of developing the message?

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Learning Activity: Brainstorming[21]
Leadership Skill: Learning - creativity
What To Do: Practice creative thinking.
Focus: Group

Instructions for group leader:

The purpose of brainstorming is to broaden our ideas of what is possible, to stimulate new thoughts or approaches. With your group, decide on a topic which needs expansion or solution. It may be where to go on a club trip, a community service project or the name for a new club.

One person should take the role of group leader to be sure everyone follows the rules (listed below) and so that ideas are recorded. The rules are:

- Any idea is accepted.
- It is okay to build on a previous idea.
- Ideas cannot be discussed, only proposed, during brainstorming.
- Ideas are not to be evaluated.

Brainstorm as many ideas as possible related to your topic. Encourage all members of the group to contribute suggestions. As anyone calls out an idea, the leader writes it on the blackboard. Be prepared to "enforce" the four rules, at least early in the activity. Encourage ideas which are not the common ones. Keep delving for different ideas after the initial flow ends.

After a preagreed upon time (usually ten to fifteen minutes), end the brainstorming session. The group can then discuss, evaluate the data and make decisions as it chooses.

Interpreting: Was your group able to follow the rules or did group members need to be reminded? What purpose do the rules serve? What new ideas came as a result of the ones already suggested? Were the group members satisfied that they had generated plenty of ideas to make a decision with after the activity was over? When could you use brainstorming in other situations?

Learning Activity: Hunting Grounds[27]
Leadership Skill: Learning - creativity
What To Do: Discuss where to get ideas.
Focus: Individual

Do this activity with your helper:

It's one thing to be open to new ideas, yet it is also important to be able to come up with ideas of our own, or think of ideas that are different from what other people think. Think about the ways you come up with ideas for talks or themes. It may be through discussion with your friends, looking at nature, browsing through magazines or books or listening to records. Write down at least five more ways that would help you to stimulate ideas.

Interview people who you think have good ideas. Ask them where they get ideas. What places, activities and situations do they use to stimulate new ideas?

Interpreting: How were some of your idea generating methods like others' methods? What things surprised you about those used by other people? What plans can you make to use additional idea hunting grounds?

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Learning Activity: Why Not[23]
Leadership Skill: Learning - creativity
What To Do: Practice beliefs.
Focus: Individual

Do this activity with your helper:

Take some negative or unhelpful belief you have about yourself or someone else, such as "I'm no good at remembering people's names" or "I'm not interested in current events."

Then reverse this belief into something positive and agree to live for a week within the new positive belief. You may need to write it down and be sure it is in someplace where you can review it. Say it to yourself and look for opportunities that show it to be true. This learning technique requires practice.

Interpreting: What new things did you learn about your belief and yourself? How did others respond to you in ways you did not expect? In what other areas of your beliefs or ideas do you feel this would work?

Learning Activity: Demonstration Grab Bag[9]
Leadership Skill: Learning - teaching
What To Do: Prepare a short demonstration.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Collect the following items and put them in separate paper bags. Each bag should contain items that could be used for a simple demonstration, such as bowl, egg, and egg beater; hole puncher and paper; shoe and lace; stapler and 2 pieces of paper; hammer, nail and piece of wood; bolt and nut; needle, thread and fabric; picture and picture frame; notebook paper and notebook; paper and pencils.

Each member is to select one bag. Allow a few minutes planning time then they will each have 3 minutes to describe what the items are and show how to use them to the group.

They may have paper to write down what they want to say. After the preparation time, each member gives his or her demonstration. As demonstrations are given, encourage group members to give positive comments.

If time permits, allow members to select a partner and give another demonstration together. This encourages teamwork and cooperation, and it pools the knowledge of two people.

Interpreting: Did the members have sufficient information and time to prepare their demonstrations? How are these demonstrations different from those given by other speakers or those on television? What other things could be added to make these presentations better? What can be gained from demonstrations?

Learning Activity: Library Day[23]
Leadership Skill: Learning - teaching
What To Do: Convincing others.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Introduce this activity by saying:

> What kinds of books do you most enjoy reading? Mysteries? Biographies? Romantic novels? In this activity you'll have a chance to explore with your friends their favorite kinds of books.

Give each member a three by five card and explain that they are to write on it the names of three books that they really like.

After they have written the names on the card, ask them to think about the kind of book it is. Is it a mystery, science fiction, a romance or something else? Have them find someone else who likes the same kind of books and have them compare notes.

Have each pair prepare a brief oral report which shares: what their choices are, why they like the books, examples of good books and a reason why the others in the group may want to read them. Have the groups present their reports.

Interpreting: Were most members able to find another person to share with? Were they able to get new ideas for good books to read? How did groups try to convince others that their tpye of book had merit and should be tried?

# Making Decisions

In just one day we may make hundreds of decisions. Because we do it so often, it's easy to take decision making for granted. Yet lack of good decsion-making skills creates problems for many young people, adults and groups. While many decisions are routine and the choices make very little difference over the long term, some decisions can have major impacts on the rest of our lives.

One of the major decisions we make is whether a decision is an important one. Deciding whether to drop an elective course in high school may seem pretty minor at the time. But if the course is a prerequisite for the college major you choose, it might mean you will have to add an extra year to finish college. That could seem pretty important later on. It's important to learn to go through the steps of the decision-making process then do it enough that process becomes so natural that you go through the steps quickly for even minor decisions. Going through the process can help you identify the "big" decisions when they come along.

In this section of Book III you'll have the opportunity to examine the processes good decision makers use. You can explore your personal goals and priorities and practice using a seven-step process for decision making.

Was it a good Decision
Case Studies
Good Decisions
Current Unknowns
Telling Others About Decision Making
Discussions for Decision Makers
Historical Figures
Relationship Wheel
Completed Thoughts
Setting Personal Goals
Writing Goals
Information Hunt
Influences of Values

Learning Activity: Was It A Good Decision[7]
Leadership Skill: Making Decisions - Process
What To Do: Look at decisions.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for Group Leader:

Discuss decision making with the group.

Decisions aren't always easy. People usually want to do more than they can with the resources they have. With our limited resources, it is important to think through exactly what the goal is, what important resources are available and what the best use of the available resources is. Your decisions guide what you do. They have a lot to do with your success in getting the things you want and need.

You can improve your skill in making decisions when you think about and follow these steps:

1. Define the problem. Recognize or know when a decision is needed, and that you must make it. Describe it in writing.
2. Gather your information.
3. List the alternatives.
4. Weigh the alternatives. Think through different choices and how each would likely turn out.
5. Decide on an action.
6. Take action.
7. Evaluate your decision.

Sometimes we make a poor decision or choice. This may be because we do not have enough information or facts about what might happen as a result of the decision.

Ask group members to choose a problem they need to solve and write it on a piece of paper. Next have each member find a partner to work with. They will work through the steps to the decision process for each of their problems.

Interpreting: How could you use these steps to plan for other decisions? If you plan decisions, how does this also help to plan for goal accomplishments? What other things could you plan in this way?

Learning Activity: Case Studies[15]
Leadership Skill: Making Decisions - process
What To Do: Read and choose response.
Focus: Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

Read the following case studies and decide what you would do in each situation. You may wish to make up your own case studies.

1. You have been selected to serve as the drink stand coordinator at the 4-H Show. As a result you are responsible for all the 4-H'ers selling soft drinks during the fair. Two of your friends are planning to sneak out one night at the fair and go to a nearby mall. You really want to go with your friends, but you are also concerned about leaving your responsibilities.

2. You have been working hard in the school band, and it is finally paying off. You have been invited to go to the band contest. Your family is planning to go on a weekend vacation the same weekend. Your family needs this vacation with everyone together.

3. While at a party, your friends are drinking and smoking. If you leave or say anything you'll be called a "chicken" or "sissy", but you really don't want to join them.

4. You have a big test tomorrow and you need to study. The gang is going out to the new group's concert you've been wanting to hear. Do you go or stay home?

Interpreting: Could the decision making steps (defining, gathering, listing, weighing, deciding, taking action, and evaluating) help you through these situations? Which decision making steps are affected most by your personal beliefs? What factors made the decisions more difficult to make? Do you think it helps in making decisions involving your friends if you have thought about the problem ahead of time?

Learning Activity: Good Decisions[9]
Leadership Skill: Making Decisions - process
What To Do: Interview others
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Include the following ideas in a discussion of decision making.

> A decision is a choice between two or more things or actions. Leaders must be able to make good decisions both for themselves and with the groups to which they belong. The ability to make wise decisions and to take positive action based on the decisions made is an important part of growing up.
>
> It is important for each person to make his or her own decisions and solve his or her own problems. Some decisions are easy, and making these decisions makes us feel good about ourselves. There are other decisions and choices that are difficult to make. Decision-making skills can be learned and practiced.

With these ideas in mind, ask the group to identify people they know who they think make important and good decisions. Write down four or more questions that they can ask about decisions such as; where they learned to make good decisions, what steps they use, what resources they use, how goals affect decisions, etc. Have members agree to interview several people and try to see if there are common approaches that they use. Report back from interviews and discuss responses at the next meeting.

Interpreting: Who did your group interview? Why do you think of them as good decision makers? How were they alike or different in the way they made decisions? What things surprised you about how they made decisions? How did they learn about decision-making? What did you learn from them that will help you make decisions?

Learning Activity: Current Unknowns[18]
Leadership Skill: Making Decisions - process
What To Do: Develop a research problem.
Focus: Group

Instructions for group leader:

In small groups or on an individual basis, have members select one of the following research topics: the nature and origin of the universe, effects of pesticides and herbicides, effects of nuclear power, global effects of population growth, cloning and genetic research, strip mining, energy consumption, and undersea oil exploration.

Each group should use the decision making process, (defining the problem, gathering information, listing alternatives, weighing alternatives, deciding on action, taking action, and evaluating the results). First write the problem statement, a sentence or two that tries to completely describe problem. Then develop the decision making plan that would gather information and give alternate solutions. Weigh alternatives by examining the arguments that would be made for and against the alternatives.

When small groups present this material in the total group, discuss ways in which the solutions could be defended (weighed) in light of the beliefs from others. Have the group decide on a solution related to each topic.

Interpreting: What were the hardest parts of this problem? How were you able to come to some recommendations? How did the decision making model help to break down the problem? How did thinking about opposing views help make your project stronger? What other things did you learn?

---

Learning Activity: Telling Others About Decision Making[14]
Leadership Skill: Making Decisions - process
What To Do: Give an illustrated talk.
Focus: Individual

Do this activity with your helper:

Gather information on the steps involved in making a decision, using resources, or setting goals. Present an illustrated talk outlining those steps. Check the library, Extension office, or other reference lists for sources of information on making decisions.

Interpreting: What things would help others to understand the decision making

process better? What is different about "using resources" than "setting goals?" How easy was it to share information on this subject? What did you learn by presenting this topic?

---

Learning Activity: Discussion for Decision Makers[22]
Leadership Skill: Making Decisions - process
What To Do: Discuss statements.
Focus: Group

Instructions for group leader:

Select several of the statements below for group members to discuss in small groups. Suggest they talk about whether they feel the statements are true or false for them and why:

I make quiet times by myself to sort things out.
I notice different feelings or signs in myself when I need to make an important decision such as, excitement, anxiety, frustration or pains in head and stomach).
I face difficult decisions head on.
I act rather than drift (just let things happen).
I keep up with each small decision as it comes along rather than wait for big ones to overwhelm me.
I set goals.
I set priorities.
I do my own thinking rather than constantly asking others for advice.
I research big decisions by talking to others with more experience and investicating the facts.
I always try to have a back-up plan.
I like to take time when there are a lot of considerations and the decision is important.
I usually review decisions of long standing to see if they are still valid.
I believe or think I can sense when to make a quick decision.
I prefer to make quick decisions about minor matters.
I usually face up to letting "the buck stop here taking responsibility for my action."
I look for an opportunity in each crisis.

Interpreting: In general, what things related to planning and making decisions do you feel you do well? What things would you like to improve? What actions can you take to improve things you need to do better? What characteristics do you see in other friends or your family? What have you noticed about the way your friends and family handle decisions?

Learning Activity: Historical Figures[18]
Leadership Skill: Making Decisions - process
What To Do: Look at pressures faced by others.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Ask group members to think about people in history they admire. Encourage them to think of individuals whose achievements influenced history and technology in spite of pressure from their families, friends or communities to abandon their work. Examples of men and women from various ethnic backgrounds include: Cesar Chavez, Susan B. Anthony, Harriet Tubman, Jane Addams, Helen Keller, Thomas Edison, Chief Joseph of the Nez Perce, Crazy Horse, Lewis and Clark, Robert Fulton, Father Junipero Serra, and Christoper Columbus.

Have members read about these historical achievers and in your club or group present skits, reports, or panel presentations that emphasize the importance of the person's ability to continue or stick to his or her work, regardless of the pressure to stop. Members can discuss or show through some other presentation situations when they face pressures similar to those encountered by the historical figures.

Intrepreting: What surprised you about the historical figures and the pressures they faced? What types of difficult decisions did they have to make? What did you discover about how they looked at alternatives in their decision making? In what way are some of the same pressures facing you?

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Learning Activity: Relationship Wheel[15]
Leadership Skill: Making Decisions - process
What To Do: Look at your community resources.
Focus: Group

Leadership
Skills You Never Outgrow

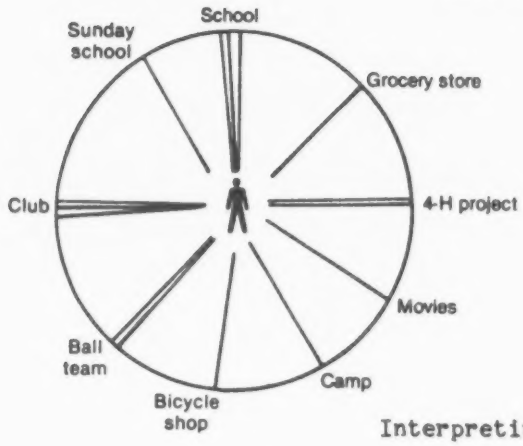
Instructions for group leader:

Provide a sheet of paper and a pencil to each group member. Instruct each to draw a stick-figure of himself or herself in the center of the page. Then draw a large circle, and on the circumference write the names of all the organizations he or she belongs to or activities that take time including recreation, wor, school, and social activities.

Then draw lines, like spokes of a wheel, from the figure out to each activity. Next draw two more lines to the two members you deal with most, and one more line to the two dealt with next

most. When finished, have group members tape the pictures on the wall.

Activity Examples:




School
Grocery store
4-H project
Movies
Camp
Bicycle shop
Ball team
Club
Sunday School
Dentist
Piano teacher
Library

Interpreting: What organizations are group members most involved with? What other organizations are also available in which members have not participated but could? Are the ones that are most important getting the most time? Are there some relationships which could be stronger? Some weaker? What can be done to achieve this?

---

Learning Activity: Completed Thought[7]
Leadership Skill: Making Decisions - process
What To Do: Share ideas.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Either read incomplete statements from the list below or provide members sheets with statements printed on them. Ask members to respond by using their own thoughts to finish the sentences.

For example the incomplete sentence: "If I could be anyone, I would be _____" might be completed by "an astronaut" or "Prince Charles."

STATEMENTS TO BE COMPLETED LIST

1. Today I wish I were _____.
2. The main reason I am here is _____.
3. When I think of my school work, I _____.
4. People who smoke are _____.
5. My dad or mom and I are _____.
6. I choose friends who are _____.
7. I think by best quality is my _____.
8. Training sessions like this are usually ____.
9. Today I am planning to learn _____.
10. A pet peeve of mine is _____.

When everyone has finished, reread the statements one at a time and ask members to share responses with the group. (Some members may not wish to share all statements.)

Interpreting: How did you make the decisions about the completing of the statements? Would you write the completion statements differently if you weren't being asked to share? What did you learn about others? What similarities and differences did you note between people in the group?

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Learning Activity: Setting Personal Goals[14]
Leadership Skill: Making Decisions - goals
What To Do: List your goals and resources.
Focus: Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

A goal is something you want to accomplish. A resource is something that will help you reach your goal. Resources can be people, things, or money. List six goals you really want to achieve. Identify resources you will use to reach those goals. Use a separate sheet of paper to identify your goals and resources.

| GOALS | RESOURCES TO REACH GOALS |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |

Interpreting: How would you explain the difference between goals and resources to a friend? How might these goals change in one week or one year? Are there several resources available to help you reach your goals? Does thinking about all the resources available make reaching goals easier? How do knowing goals and resource available affect decision making?

Learning Activity: Writing goals[8]
Leadership Skill: Making Decisons - goals
What To Do: Practice writing goals.
Focus: Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

On a piece of paper, write down four things you want to do this week and four you want to do within the next year, using the following chart as a guide. Try to be as specific and complete as possible.

Goals for This Week (short term)

| WHAT DO YOU WANT TO ACCOMPLISH? | HOW? | WHEN WILL YOU DO IT? | WHO WILL BE INVOLVED? |
|---|---|---|---|

Goals for the Next Year (long term)

| WHAT DO YOU WANT TO ACCOMPLISH? | HOW? | WHEN WILL YOU DO IT? | WHO WILL BE INVOLVED? |
|---|---|---|---|

Interpreting: What differences are there between the short term and long term goals? What things did you need to think about when writing both sets of goals? What steps or actions will be necessary to complete these goals? In what ways does thinking about What, How, When and Who, help in getting things done? What relationship can you identify between accomplishing your short and long-term goals?

Learning Activity: Information Hunt[18]
Leadership Skill: Making Decisions - gathering information
What To Do: Collect, organize and display data.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Talk with the group about what surveys are and what they do. You may want to have available several examples of questions or results such as recent Gallup or Harris polls.

Together brainstorm a list of possible topics for a survey you can take with other students about their behavior or attitudes. Select an appropriate topic. Use the decision making steps to reach your decision. (A suggestion might be peer or media pressure on students decisions about their behavior.)

Develop a short questionaire. Learn about, discuss and decide on sampling, collection, and data analysis techniques: who will you ask, who will do the asking, what are the best ways to talk to people, when is a good time, how to work with the information when you get all the people interviewed and how the results will be used or reported. Try to be sure everyone is involved.

Do the survey. Once the data have been collected, organize it into tables, charts, or graphs. Write statements, interpretations about the findings.

Interpreting: What are your own opinions, ideas, and experiences relating to the issues in the survey? What was the hardest part of the whole process? How would you change the written survey? Did the results show some new information? Who would be interested in knowing the results? How might they use the information? How can surveys assist in decision making?

Learning Activity: Influence of Values
Leadership Skill: Making Decisions -
weighing alternatives
What To Do: Identify influences on
spending decisions.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Give these instructions to the group:

Imagine you have been given a sum of money. Think briefly about what your reaction would be and what you would do. Write down how you would spend a gift of $100.00 along with reasons for the decisions. Do this without talking to others.

Next, form small groups. Ask members to imagine that they are representatives of a club which has just been given a gift of $100.00. The group is to decide how to spend the money, and record the reasons. List the decisions for all to see.

Interpreting: What differences are there in the way individuals would use the money? What do you think caused these differences? What differences are there in the way groups would use the money? What do you think caused these differences? How do values affect decisions about using money?

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# Managing

Management skills are discussed everyday in many situations — whether in industry, on farms or in the home. Low profits, poor employee morale and high consumer debts are often attributed to the lack of management skills. In business, management skills are so important to leaders that the terms "manager" and "leader" are often interchanged. As we discussed in this book and previous books, there's more to leadership than just managing, using resources to reach goals. Management requires several of the other leadership skills, as well.

Management involves deciding what you want to accomplish, taking stock of what you have that can help you reach your goals and putting together a plan of action to use those resources to achieve your objective. The activities that follow will give you experience in setting goals, thinking about resources and developing plans to use the resources available to reach your goals.


Hidden Meanings
The Decision-Goal
Newspaper Goals
Short-Long Goals
Family Decisions
Goal/Resource Pair
Baker's Half Dozen of Favorites
Ideas for Management
What Are Your Plans
Goal Maps
I May Be Limited
One For One Trade Off
Questions, Questions

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Learning Activity: Hidden Meanings[6]
Leadership Skill: Managing - goals
What To Do: Discuss the statements.
Focus: Group

Instructions for group leader:

Read the statements that follow to your group one at a time. Ask them to think about situations or experiences that they know about that showed that the statements are true.

"Decision making is the heart of management."
"Get the facts before you decide."
"No decision stands alone. Each decision relates to another."

Form small groups and ask each to describe a situation in which they or friends need to make a decision. Apply the statements that you just discussed to the decision. Try to show how the statement is relevant to the decision or how the decision making situation proves the statement true. Ask the small groups to discuss the situations they described or share them through skits or songs, poems or posters.

Interpreting: What surprising meanings or understandings developed in the discussion? How effectively did the presentations show the meanings of the statement? What other things did you learn about management?

---

Learning Activity: The Decision-Goal Circle[17]
Leadership Skill: Managing - goals
What To Do: Analyze goals.
Focus: Individual

Do this with your helper:

Discuss the following with the group:

As you work toward a particular goal you may make many different decisions. Each decision affects the next decision you will make. A decision you make while working toward one goal may also affect a future goal.

Let's say you are working on a report about your hobby. You consider typing or writing your report. You decide to write it since your handwriting is neat and more accurate. You may next decide whether to use lined or unlined paper

and whether to use a pen or pencil. If you choose a pen, you may decide whether you will use one with blue or black ink. This chain of decision making will continue until you complete your report.

Decisions made while reaching one goal may affect a future goal too. For example, your goal may be to get a new sweater to wear at school. This decision may influence a future goal of getting a new pair of pants.

Ask group members to think about several goals that they will set for tomorrow. Next have them write each one on the top of a piece of paper. Below it they list in order on a time line the decisions that might need to be made to reach that goal. When they have the decisions listed, ask them to also write their choices on the decisions to be made.

Interpreting: How would you describe the process of reaching a goal? Why do decisions need to be in order to reach the goal? How can most goals be reached through decision making? What times can you think of when small decisions along the way forced you to change your goals?

---

Learning Activity: Newspaper Goals[17]
Leadership Skill: Managing - goals
What To Do: Look for goal examples.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Discuss the following with your group:

When you decide you are willing to work to get or to do something, you set a goal. A goal can be a need or a want. Some goals are needs because they are things you must have to live, such as food to eat. Other goals are wants because they are things you would like to have but are not always necessary, such as a new pair of jeans with special stitching.

Form small groups of two or three and give each a newspaper. Ask each small group to see what goals they can identify in the newspaper articles. List the different goals and which groups or individuals have them on paper. Beside each identify which goals are based on wants and which ones on needs.

Discuss the goals the groups found.

Interpreting: Were most of the goals wants or needs? What words helped you in identify what the goals were? What goals do you have that are wants? Needs? How do people get others to accept their goals and work toward them?

---

Learning Activity: Short-Long Goals[17]
Leadership Skill: Managing - goals
What To Do: Set and identify goals.
Focus: Group

Leadership
Skills You Never Outgrow

Instruction for group leader:

Discuss the following with your group:

Goals are looked at in two ways, short term and long term. Short-term goals accomplish things you can do now or in the next two or three days. For example, you might want to telephone your best friend this evening or listen to records at a friend's house tomorrow after school.

Other goals are long-term. They are things you want to do that may take much longer to complete. A long-term goal might be to do on an all day hike next month. You may need to complete some short-term goals before you reach your long-term goal. For example, you may need to clear your schedule, arrange transportation to the park and pack a sack lunch before going on an all day hike.

Think about something you want to do in the future. Write this down as a long-term goal. Next think of all the things you have to do before you reach that long-term goal. Write these down as short-term goals. If you complete all your short-term goals, before you know it you will have reached your long-term goal.

As a group decide on a long-term goal that you can complete together. You may want to take a trip, save some money, or plan a special day for someone. Identify this long-term goal in writing. Then think about and write down all the short-term goals you need to set and accomplish in order to achieve the long-term goal. List them in the order that they need to be reached.

Interpreting: What makes short and long-term goals different? How are they similar? How does deciding what short-term goals to work on first help you reach them and eventually your long-term goals?

Learning Activity: Family Decisions[6]
Leadership Skill: Managing - goals
What To Do: Plan family goals.
Focus: Individual

Do this with your helper:

When a family decides to remodel or redecorate their home, there are many things to consider (family size, money, uses, etc.). Let's look at a family such as yours, trying to improve their living room. What things should they think about in planning? In organizing? How do you think everyone could be motivated to start acting? How could they control their plan to be sure they had reached their goal? What other ways might they plan to make the living room more attractive if the money was quite limited?

Can you think of some situations in your life or in your family that you would like to change? Write what goals you would hope to reach? What kinds of planning, organizing, and start up decisions might you have to make?

Interpreting: How would you define management? What is a family really trying to accomplish when it sets a goal like redecorating a room? Are the decisions under consideration ones which work toward the goal? What choices are made that could make a difference in what happens?

---

Learning Activity: Goal/Resource Pair[16]
Leadership Skill: Managing - goals
What To Do: Identify resources.
Focus: Group

Instructions for group leader:

Have members write down an activity which illustrates how they may have reached a goal by using a particular resource.

Examples: I used brain power to read a book
I used energy to clean my room
I used talent to build a model airplane

After all have completed their statements, ask them to tell about the activities they have listed.

Interpreting: How could two members do the same type of activity but use different resources? How do we determine which resources are going to be used? What do you consider in deciding which resource(s) to use?

Learning Activity: Baker's Half Dozen Of Favorites[16]
Leadership Skill: Managing - resources
What To Do: Find the most important resources to you.
Focus: Group

Leadership Skills You Never Outgrow

Instructions for group leader:

Have each group member list seven favorite resources from within him or herself on a piece of paper.

Resources are things we use to get the thing we want.

Next each draws a line through two resources he or she could do without. Circle the two of those remaining that mean the most. Discuss and share the resource list with others in the group.

Interpreting: Why are different resources important to different people? What differences did you see between your important resources and those of others? How do you think these important resources will change as you grow older?

Learning Activity: Ideas for Management[16]
Leadership Skill: Managing - resources
What To Do: Illustrate personal ressoures.
Focus: Group

Leadership Skills You Never Outgrow

Instructions for group leader:

Discuss the folloiwng ideas about personal resources with your group:

There are five resources within you that help you get the things you want: go power, brain power, physical skills, attitudes and talents.

Resources within you are what make you YOU. Each person has different kinds and amounts of resources. That is what makes each person unique. It is also part of what makes each person want different things.

Go power is physical energy. Brain power is one's ability to think, reason, remember, read, listen, learn and communicate ideas. Physical skills are the abilities to do things that require body movement or coordination of body movements. Attitudes reflect beliefs about people and things. For example, one person may like competition,

while another person may be more comfortable in a cooperative environment. Talents are uncommon abilities for a special activity such as ability to repair mechanical things or work with small children.

Everyone has some of each of the five resourses. Each of us can add to or strengthen each through using them, practice and trying new things.

Have each member or small groups working together make a display or poster using pictures of people using resources from within them. Prepare labels for each picture that tell the resources being used. The caption for a peiture that shows a boy running might read, "The running boy is using go power or energy."

Interpreting: What resources do you have in large amounts? List resources you would like more of. How do you develop greater amounts of resources you want more of? What resources do you have that can help others?

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Learning Activity: What Are Your Plans[8]
Leadership Skill: Managing - planning
What To Do: Play charades.
Focus: Group

Instructions for group leader:

Give the following background to the group:

Nearly everyone has some things he or she hopes will happen in his or her life. When we decide to work to make sure they happen, they become goals. Things you plan to do, to learn, to be or to have are your goals. Some are short-term goals and some are long-term goals. A short-term goal can be done over a short period of time, such as today, tomorrow or this week.

Have all the members think of goals they have or things they plan to do tomorrow. Next, have members take turns acting out their goals. Members should not talk, but each should pantomime his or her goal. Let the group try to guess what each member's goal is. (For some groups you may want to pantomime in pairs.)

Some goals are long-term. A long-term goal is something you want to have happen over a long period of time. Examples include going to college or getting a job.

Now, have members act out, explain or illustrate on a poster what they plan to be doing five years from now, or when

they are adults. Have the rest of the group guess and/or discuss what each person has as a long-term goal.

Interpreting: How were you able to determine your goal and then portray it? What was the hardest (or easiest)? In what ways did the short-term and the long-term goals seem related?

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Learning Activity: Goal Maps[17]
Leadership Skill: Managing - planning
What To Do: Developing plans.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Talk about resources with the group.

Every day you make decisions about resources. You make decisions about the resources you have, resources you can get, which resources are best to use and which resources to use. You also make decisions about how to use the resource or resources selected.

Ask each group member to select a personal goal they'd like to achieve. Some ideas include:

* A family picnic
* A birthday party
* Getting a new bicycle
* Learning a new skill

Provide each with a large piece of paper and have members write their goals at the top. Then they each draw a map from a starting point in the left bottom corner to the goal at the top right corner.

Draw in five stops on the map. At each stop write the important decisions that must be made about resources. At the first stop, they list the resources needed. At the second stop, they write those resources they already have and others they can get. At the third stop, list the three most important resources they might use. Decide which resource is most important to help reach the goal and write that at the fourth stop. At the fifth stop, they write how they will use this resource to help reach the goal.

Interpreting: How does breaking the goal into smaller decisions help? Why is it important to know what resources you will need? In what order should resources be used for your goals? Can you think of times when lack of resources caused you to change goals?

Learning Activity: I May Be Limited[17]
Leadership Skill: Managing - planning
What To Do: Look at limited resources.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Introduce limited resources with the following discussion:

> Do you sometimes find that you don't have a resource you may want or need? Resources are always limited. Let's say that David has a paper route and is saving money to buy a bicycle. He buys the bike and uses all his money. This means he will not have money as a resource unless he continues to work and save for another period of time. However, he now has a new resource, the bicycle. His paper route job may be completed easier or more quickly.
>
> This example shows the importance of using your resources to reach goals that are most important to you. Once you've used some resources for reaching a goal, you do not have them to use for reaching another goal.

Ask all group members to:

1. Choose an important goal that they want to reach within the next week and write it on a piece of paper.
2. List all the resources they will need to reach this goal. Think about time, money, things, skills, people, etc.
3. Draw a circle around each resource that is limited. If they don't use these limited resources for this goal, list how the reource might be used to reach another goal.

Members can prepare a display (poster, notebook, etc.) to show what they have learned. They may have learned that they have many resources to help reach goals. There are internal (the ones inside themselves) resources and external (ones we get) resources. We may substitute alternative resources or use the same resources in different ways as we work toward planning to reach our goals. There are several choices we make about what is most important to use as we decide how to use our limited resources.

Interpreting: What are the best ways to work with limited resources? How do alternatives between uses change the decision or even affect the goal? What things do you need to consider if you need to use alternative resources?

Learning Activity: One For One Trade Off[17]
Leadership Skill: Managing - planning
What To Do: Substitute resources.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Talk with the group about resource substitution.

Once you choose a goal you usually find that more than one resource may be needed to reach the goal. You also find that you can usually substitute one resource for another and still reach the goal.

For example, your goal might be to give your best friend a gift for his or her birthday next week. If you decided to buy the gift, money would be an important external resource that you would use. But you could give your friend a gift without buying it. If you decided to make the gift, you might decide to substitute other resources in place of money. You might choose to use your internal resources of skill and knowledge and external resources of time and materials to make the gift.

You have more resources than you may think to use in reaching a goal if you consider all the different or alternative resources available and how you can substitute one resource for another.

Ask group members to select one of the following as a goal:

* Going on a picnic with three friends
* Obtaining a musical instrument
* Getting new clothes for school
* Attending an important sports event in another city
* Having a place to study and work on hobbies

Next they should plan the important resources they would need to achieve the goal. Write them on a sheet of paper. Select the two most important resources needed and star them. Then imagine that for some reason they could not get these two important resources. What other resources could they use instead to reach the goal? Encourage them to try this with several goals.

Interpreting: Which resources are more easily substituted for one another? What differences might occur in the goal accomplishment when resources are substituted? What resources could be developed that would benefit you in reaching future goals?

Learning Activity: Questions, Questions[6]
Leadership Skill: Managing - planning
What To Do: Discuss questions.
Focus: Individual

Leadership
Skills You Never Outgrow

Do this activity with your helper:

Discuss the questions listed in the next paragraph. Go slowly and try to be complete with your answers. Write your answers on a piece of paper.

What are some material resources you have? Your family has? What are some human resources you have? Your family has? What are community resources you can use? Your family uses? Are there other ways you or your family could use the existing equipment or facilities in your home to help reach some goals?

Think of a goal important to you that you would like to work toward this next year. What resources could you use to reach this goal? Which ones might be scarce? How could you increase these resources? What resources could you substitute for them? How can you substitute --

| | |
|---|---|
| Time for money? | Skill for money? |
| Money for time? | Money for energy? |
| Knowledge for energy? | Knowledge for money? |

What resources do you use to help meet your family's goals? What other resources could you use toward these goals? What resources does your family give to you that help you meet your goals?

Think of situations in which your family has planned to reach goals. What resources were they using to reach these goals? What other resources might they have used?

**Interpreting:** Do you think money spent or saved with no purpose in mind is a good use of resources? Why? What matters most: What you buy with your money or what the item bought means to you? Do you think working hard but not on a goal that matters to you is a good use of your time and energy? Why or why not? What new resources have you discovered? In what ways are you better able to subsitute the resources you have now? What else have you learned from this activity?

# Working with Groups

Nearly everyone participates in a number of groups. These consist of formal groups such as class or a club and informal groups such as people having lunch together. When individuals form a group because they have common purposes and goals they wish to achieve, the way they work together becomes very important. There are skills required to be an effective group member as well as skills required to be an effective group leadership.

The emphasis of this level of Leadership: Skills You Never Outgrow is on working within groups. Greater emphasis is placed on learning experiences that will help you increase your group-process skills than on any other leadership skill. Select a wide variety of activities from this section and do them in group settings, if possible. The learning activities that follow will help you develop skills important for group participants. You'll look at the needs and motivations members bring to the group and have a chance to explore these and other factors effect on the group environment. You can also gain experience in dealing with interpersonal relationships and conflict resolution.


Environmental Awareness
Clear the Deck
Content/Process
The Late Arrival
The Magic Wand
Relaxation Bingo
Personal Space
Truly You
Turn On Turn Off
Design an Ideal Group
Why Members Belong
What Motivates Me
Motivators
This is Us
All Things Wrong
Thinking About Others
Biographical Sheet
Things I Dislike Or Do Poorly In Groups
Group Problem Solving
Voting
Vote For My Friend
Create A Costume
What s In A Meeting
How To Run A Meeting
Mock Meeting

Learning Activity: Environmental Awareness[19]
Leadership Skill: Working With Groups - environment
What To Do: Become aware.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Seat four to ten participants in a circle. Several groups may meet at the same time, but they should not be within hearing distance of one another.

Ask the group members to close their eyes. Begin with one individual and then move to the next person when you are ready. Have each one describe one item that he or she can recall in the place where the group is meeting. Write these and the name or initials of the person who said it on a sheet of newsprint. The process continues until no new information can be added.

Discuss differences in perception of the environment with the group.

> Each of us experiences a place or environment in different ways. Some individuals are particularly conscious of colors, some of smells and others of spatial relationships. Some remember minute details, others take in overall tones, textures or moods.

Interpreting: How observant were participants? What kinds of things were particularly well remembered? Were there different patterns of perception and recall for different individuals? What aspects of the environment were particularly important to you? What elements tended to get ignored? How could differences in perception of environment affect a group's effectiveness?

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Learning Activity: Clear the Deck[26]
Leadership Skill: Working With Groups - environment
What To Do: Take a guided fantasy trip.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Introduce this activity by discussing the importance of getting rid of outside concerns when working in a group.

We have very active minds and most people have a problem shifting gears. We hold onto the concerns, worries, and feelings of one situation even while we're already launched into the next. This brief fantasy exercise should help members let go of some mental preoccupations so that they can be fully present in the learning situation.

Ask participants to find a comfortable position with feet on the floor and eyes closed. They should relax, take a deep breath and turn their attention inward. After a few collective deep breaths, the leader or a member slowly reads the "Clear the Deck Guided Fantasy" script.

Note: the reader may want to personalize the script. Slow down. Read slowly and pause at the ellipses (...) to allow members to experience their images.

Clear the Deck Guided Fantasy Script

I'd like you to take a few minutes to focus on the various concerns, preoccupations or worries that you have brought with you today (to this class, workshop, etc.)...

There may be any number of things that are on your mind -- whether you remembered to turn off the radio before you left the house this morning, the unfinished conversation that you had with someone..., the projects that you need to get done when you leave here..., the work that needs to be done by tomorrow..., plans you're making for the weekend....

So take a moment to really focus on what these concerns are for you..., develop a mental list.... Because these concerns are occupying your thoughts..., making claims on your energy..., you are not able to be FULLY PRESENT, here and now for this experience. Probably, there is nothing that you can do during the next (____minutes or hours) about these concerns except to worry, and that will distract you from all you can be learning here. So let's put those worries away for a while....

I'd like you to create in your mind a box...with a lid on it...and a lock and a key.... The box can be any size and shape, but it needs to be large enough and strong enough to hold all the concerns you've identified. So take a moment to visualize this box as clearly as you can....

The box is before you now, with the lid open.... Now I'd like you to put each of your concerns in the box, one by one.... Don't forget any.... As you are doing this, tell yourself, There is nothing I can do about this for now, so

I'm going to put this concern away in a safe and secure box...for now while I'm here. I know I can come back later and reclaim all of my concerns.

Now when you've put all your preoccupations and concerns in the box, I'd like you to close the lid and lock it with your key. Now I'd like you to put the key in your pocket for safekeeping. I'd like to remind you that at the end of this experience you can unlock your box and pick up where you left in the box whenever you wish....

When you're ready, I'd like you to slowly open your eyes and come back here....

As members return their attention to the room, ask for comments, observations, insights.

Interpreting: As members return their attention to the room, ask for comments, observations, insights. Were you able to decide not to worry for a time. How did you feel about that? What was your box like? What did you put in it? When would this activity be helpful to you again?

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Learning Activity: Content/Process[19]
Leadership Skill: Working With Groups - environment
What To Do: Observe and discuss.
Focus: Group

Instructions for group leader:

Talk about content and process' importance to groups.

A group is a collection of individuals who come together to interact with one another over a period of time to achieve a shared and defined goal or purpose. The group is really never the same from one time to another because the people are continuously moving, acting, thinking or changing.

There are also many outside forces that can influence the group-the room, the temperature or weather, current affairs and many other things.

What happens within the group can be broken into two categories-content and process.

Content consists of the information that is fed into the group because of what the group is doing. (Sometimes it is called the subject.) Process is how the content is handled and how group members relate to one another as they work through the content and with each other.

Since these are such an important part of the group, they require more definition. Often we need to know what to look for to analyze or understand groups better.

Divide into groups of four to six and choose to work on "content" or "process." As a small group discuss the following questions and be prepared to share your important ideas with the whole group.

--What additional words best describe content or process?

--In observing groups it is necessary to look for cues to understand what is happening and why. What cues would be important to note in content and process?

--What characteristics would be positives for "content" or "process"?

--Why is process (content) important to the group leader?

Ask the groups to report back their discussions. Talk about how these apply to a variety of situations, even applying them to this group.

Interpreting: What balance is appropriate between content and process? How does one keep a task (content) going, yet still be aware of process? What does the group leader need to know about "process" and "content"?

Learning Activity: The Late Arrival[21]
Leadership Skill: Working With Groups - environment
What To Do: Role play.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Set the stage for this activity by describing the situation.

A group of five to eight people are having a regular meeting to discuss the question, "What shall we do for our last meeting of the term?" To role play the situation of some members arriving late, I am asking two people to leave the room. The group is expecting them and has set two extra chairs in the circle for them.

Ask two others to serve as observers.

Brief the group in the role play after the two "latecomers" have left the group.

You have a decision to make, which the group considers very important, and you are to start making this decision even though two of your members are absent at the time. One of these members is highly regarded by the group. He or she is an important person in your community and you feel honored to have him or her working with your group. The other person is a newer member of the group and there was some opposition by group members to inviting him or her to work with the group.

Their chairs are here on each end of the semi-circle. The person who takes the chair at the chairperson's left will be the highly respected older member. The person who takes the chair at the chairperson's right will be the newer member. The group is to arrive at a decision by consensus in 10 minutes, if possible. If a decision is made before the late members arrive the chairperson will review the club's action.

Brief the two persons who have been sent from the room.

The group members are trying to decide on a question (give them the question). Each of you is to think of two ways this question might be decided, with good reasons for each way. You are thinking of two ways because when you go back to the group arriving as late members, each of you is to choose a decision that differs from the decision of the group or the way the discussion is

going and to press hard for your decision. If a decision has been made, press for a re-opening of the question. We will try to have you back before the decision is made.

Brief two members of the group privately to serve as observers when the late arrivals join the group by asking them to note:

a. the number of remarks made to each of the late arrivals.
b. the kind of remarks made to each of the late arrivals, and
c. the apparent effect of the remarks made to each of the late arrivals.

One of the group is named the chairperson and the discussion begins. When it appears that the group has about agreed on their decision, or not longer than 8-10 minutes, the two late arrivals are brought into the room. The role play continues, to a point of decision.

Interpreting:

a. For each of the late arrivals: How do you feel about your membership in this group? What caused you to feel this way? How do you feel about the group's decision?
b. For the other group members: How do you feel about the late arrival on the chairperson's left? Why? How do you feel about the late arrival on the right? Why?
c. For the observers: Report the number of remarks made to each. Report whatever you can about the general type or nature of the remarks made to each. Report the apparent effects of these remarks. (Check the apparent effects with the late arrivals after stating your own impression based on your observations). What can you learn from this experience? Can you think of experiences you've had that are similar? How does this apply to our group members?

Learning Activity: The Magic Wand[15]
Leadership Skill: Working With Groups - needs
What To Do: Identify member concerns.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

The objective of this activity is to identify the most important concerns or interests of the group's members to help them to understand each other better or to help them accomplish something. This may be used when a group is uncomfortable with the way it is heading. A climate setting activity that leaves group members fairly well "opened up" should precede its use. Use this activity in groups no larger than 12-15. If there are more people, divide into subgroups.

Materials needed are a card or paper and pencil for each person, chalk or marker and blackboard or newsprint with a line drawn vertically down the middle.

- Pose this question:

> What three things about this group are most important to you? In other words, what would be the last things about it you would want to give up?

Members are given about five to eight minutes to list these on their cards. Then ask this:

> If you had a magic wand and could change any three things about this group, what would these changes be?

These are to be listed on the other side of the cards. Allow five to eight minutes.

In the discussion that follows, each person submits important aspects not to be changed first. Have each person give one. Have the group add others not previously mentioned. Then do the same with the changes members would bring about with a magic wand.

Variations:

The focus could be your community, self or family instead of the group.

Change the question from "if I could change..." to "if I could do...." This latter way moves the focus away from what's wrong with the group to how members can improve the situation.

Interpreting: What things are we doing right as a group? What can we do to change our direction right now? Can we reach a group consensus? What steps should we take to improve our group?

Learning Activity: Dealing with Anger
Leadership Skill: Working With Groups - needs
What To Do: Discuss how to handle anger.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

In the group discuss situations that members have experienced in which someone has been angry. Identify what caused the situation (something in the group, a personal problem, etc.). Try to identify the sources of the problem.

In small groups provide slips of paper with the techniques listed below on them. Ask each person to draw a slip and explain to the small group how he or she would deal with an angry person using the technique. None of these techniques will work completely by itself, so members would need to understand all the suggestions need to work together.

CONFLICT RESOLUTION TECHNIQUES

Physical environment--Sitting is better than standing. Have no barriers between you.
Listen intently--Watch for tone of voice. Look for non-verbal cues. Take notes.
Repeat, clarify and ask questions--Restate the problem. Describe what you observe. Stay personally uninvolved. Question appropriately.
Empathize--Put yourself in others' shoes. Express your feelings.
Problem solving alternatives--List what can be done. Evaluate best solutions. Don't give advice.

Discuss and share the small groups' ideas. Handling conflict is a developed skill. The more you use and understand conflict, the more productive you will be.

**Interpreting:** How would you rank each of the techniques importance in handling conflict? What should your role be as the person listening? What could happen if the angry person does not feel you are listening? What skills can you work on?

Learning Activity: Relaxation Bingo[25]
Leadership Skill: Working With Groups - needs
What To Do: Discuss relaxation activities.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Pass out a Relaxation Bingo card to each member. Instruct everyone to circulate and ask one another what tension-relieving activities they enjoy. The box contents can be altered if necessary.

RELAXATION BINGO CARD

Find someone here who participates in each of these activities regularly as a means of relaxation. Ask them to sign their names in the appropriate boxes. Try to find a different person for each activity. Fill in the center square with your favorite relaxation activity.

| | | | | |
|---|---|---|---|---|
| keeps a journal, diary or notebook | rides a bike or motorcycle | swims, uses a hot tub, steam-room or sauna | spends time in the woods, mountains, desert or beach | plays a musical instrument or sings |
| plays with children or animals | runs, jogs, or takes long walks | works in the yard or garden | takes naps or sun-baths | practices a martial arts |
| spends time in the park | eats only natural, healthy food | your fav-orite | meditates regularly | does deep breathing exercises |
| listens to quiet music | enjoys an aerobic sport | enjoys a craft or manual hobby | goes hik-ing or camping | enjoys a snow or water sport |
| practices yoga | gets and/ or gives massages | reads | attends theatre, concerts or shows | practices dancing or gymnastics |

Interpreting: Was there others who shared your hobbies? What new things did you learn about others? How could this help you better relax?

Learning Activity: Personal Space[19]
Leadership Skill: Working With Groups - needs
What To Do: Explore your personal space.
Focus: Group

Instructions for group leader:

During a discussion in which participants are standing in dyads (pairs), have one or more people stroll through the room measuring the distance between the speakers with string. Measurements should be made from shoulder to shoulder. If participants are standing at an angle, take the measurement from the center of one chest to the other. Give each couple their measured pieces of string to hold.

As the discussion nears an end, ask the participants to draw their string line on a flip chart and write their names at either end of the line. Note the persons who were standing the farthest from each other and those who were closest.

When this has been done, ask group members to reform dyads. Give these instructions:

> Please talk with your partner again. This time try to decrease the distance between you. Determine how close can you come to each other, while continuing your conversation and without having one person step back? Discuss your feelings about this exercise for three minutes while standing as close together as you can.

After three minutes have passed, call time.

> Now take another measurement of the space between you with the string. Draw it under your original line on the chart with another color marker. Is there a difference?

The activity may be repeated at this time, asking participants to stand farther apart than in the original measurement and explore their reactions to this variation.

Discuss interpersonal space with the group.

> Interpersonal spatial relationships vary greatly from culture to culture and within a single culture based on psychological and sociological conditions. Our comfortable zones usually reflect what we've experienced in our families.

Interpreting: What does this activity tell you about your personal space? How did you feel standing close to somebody who was not a close friend or a family member? How big is your comfort space around

you? What point is too close for another person? How did you feel when someone was too close? Looking at the chart, who were able to come the closest? How did they feel? Do they come from the same ethnic backgrounds as you? Did you notice a difference in the personal space needs between boys and girls?

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Learning Activity: Truly You[2]
Leadership Skill: Working With Groups - needs
What To Do: Explore what you like.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Move the furniture so there is a wide open space. Have the participants stand in the middle. Explain that one end of the space represents "Truly Like You" and the other end is "Unlike You." You will make a statement and members are to move to a place between the two ends that is them. Do an example:

"I like sweets."

X_____X

Truly You Unlike You

Ask members to move to the point in the room that represents them.

Suggested "Truly You" Statements

I have fun in meetings.
I accept other points of view.
I enjoy people more than tasks.
I believe in planning before action.
I control my temper.
People are important.
I am patient with others.
I choose my friends carefully.
I get tasks done quickly.
I believe every day is a new day.
I like to organize things.
I like to encourage others.
My life has purpose.
I can express my feelings.
I am a good listener.
I judge others by their clothes.
I like to be close to people.
I start things.

Interpreting: What did you learn about others in this exercise? What did you learn about yourself? How do our many ways of acting contribute to the effectiveness of a group? How does knowing about other group members help group members function?

Learning Activity: Turn On, Turn Off[2]
Leadership Skill: Working With Groups - needs
What To Do: Think about key words.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Members (already in working groups) should reflect back on times they have worked together. Individually list things that others said that turned them on and turned them off as a participating group member by filling out a "Turn on, Turn Off" Worksheet.

Share an example of a turn on and a turn off statement:
Turn on: "That is a neat idea!"
Turn off: "We shouldn't do that."

Give individuals 5-10 minutes to make their own lists.

Group members then share their individual turn ons and turn offs and build group lists. Allow 10 minutes.

SAMPLE TURN ON, TURN OFF WORKSHEET

Name:

| Words/Phrases that Turn Me On | Words/Phrases that Turn Me Off |
|---|---|

Interpreting: How could your group make use of your turn on and turn off list when you're working together? What ways can this activity help us in other situations? What can we do to help others understand the effect of "turn off" and "turn on" words? How can a group leader use this information?

Learning Activity: Designing An Ideal Group[21]
Leadership Skill: Working With Groups - needs
What To Do: Design a group.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

To set the stage give the following directions to your group:

> You are being asked to engage in an unusual method of examining the group you now belong to. You are to pretend that no group now exists. You have been asked to come together as a team (or several teams, if the size of the group warrants) to design an ideal group which would have purposes similar to that of the present group. There are no other restrictions on how you work, or the nature of the group you are to design.
>
> Design the group structures, relationships of procedures that you think would help the group achieve its purposes and have the other characteristics important to effective groups. You may organize yourselves in any way to get the job done, you have forty minutes (or less) to work at the task.

Make sure the instructions are clear before you start to work. While the group works at the task, have one to two people observe how the members organize themselves to get the job done. Do they appoint a chairman? Do they sub-group? Does someone keep minutes? How do they go about problem-solving? How do they make decisions? How are individuals treated in the process they use?

At the conclusion of this step there should be two sets of data to look at and compare: 1. the product of the group's effort (i.e.the ideal model), 2. the observations on how they went about their job. The model developed by the group should be recorded on newsprint. The observations should be shared and also posted on newsprint.

Interpreting: What are the differences between the ideal model and the way your group worked? How could the present group organize itself more effectively to achieve the kind of group the members said was their idea)? The observations on how you worked at your task can be a reality testing model. Do we really want to change things? Do we have the skill and know how to bring about the desired change? If not, how can you get the skills?

Learning Activity: Why Members Belong[21]
Leadership Skill: Working With Groups - needs
What To Do: Think about why you join.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

To prepare for this activity discuss the importance of knowing why members join a group.

> The question of why members join a group is most important in the early stages of a group's life. If the group activities are determined by its members (as in a club), then knowledge of members' reasons for joining can link members' desires and expectancies to the group's activities. If the task of the group is pre-determined (as in a committee), the information will identify in an open way other reasons members have for involvement and which sooner or later the group must take into consideration.
>
> Why members continue to belong is a question closely related to the health of the group. When the accepted reasons for the existence of the group are the same or related to the members' reasons for continuing membership, the group is likely to be productive and the experience positive for the members.

Divide the group into triads (groups of three). Assign two members in each triad to interview the third, using these five questions which have been reproduced one each on five 3x5 cards:

Card A - Why did you join the group?
Card B - Are you finding in the group what you hoped to find?
Card C - Why do you continue to belong?
Card D - How satisfying to you is the experience of belonging to this group?
Card E - How could the group be better for you?

Continue interviewing in rotation until each member of each triad has had a chance to answer all questions. Put five sheets of newsprint with headings to match the five questions on the wall or other flat surface where it can be written upon. Each triad reports answers to each question. These are written on the sheet of newsprint with the same question at the top.

Interpreting: What were the most frequently mentioned reasons for joining and continuing membership? How does actual experience compare to member expectancies? What are the things that might be done to make the group better for most members?

Learning Activity: What Motivates Me[21]
Leadership Skill: Working With Groups - motivation
What To Do: Study motivation.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Seat members around tables in groups of three to five. Pass out "Factors That Motivate Me." Ask each person to check the five items as directed on the form. When members have completed checking, have them share their lists with others at their table and explain their reasons. Ask each to revise his or her form to make any changes he desires.

Lay the forms aside for the time being. Give each table group a problem situation similar to those suggested below. Give them 10 minutes to determine three ways they would attempt to motivate the person in this situation and to indicate the advantages and disadvantages of one of the ways they have selected.

Suggested Situations:

A. How would you get a small child to take medicine he or she dislikes?
B. How would you get a person to attend a meeting after three unexcused absences in a row?
C. How would you get a friend to get his or her long hair cut?
D. How would you get a friend to give up dating a person which you do not think is a good influence?
E. How would you get an athlete to improve his or her play, to get back to last year's standard?

Have each table report its plans. As they do, jot down a word or phrase to describe the method on newsprint. After all plans have been described, analyze the methods that have been suggested, using the following questions:

a. Which relied on power force or coercion?
b. Which relied on bribes or rewards?
c. Which were outside the person?
d. Which came from within the person?

Turn to "Factors That Motivate Me" checked earlier. Call for a show of hands on each factor on the list and record on newsprint the number checked on each factor. (This can be done by listing twenty numbers on the newsprint and recording the number of raised hands for each factor.) Circle the five items receiving the highest numbers of raised hands. Examine these against the four questions especially questions c and d.

FACTORS THAT MOTIVATE ME

Please indicate the five items from the list below which you believe are the most important in motivating you.

1...I enjoy it; it is interesting.

2...Others are doing it.

3...It leads to recognition from others.

4...It is easy.

5...I feel the task is important.

6...I have the skill to do it.

7...I feel trusted and respected in it.

8...I have the opportunity to do a good job.

9...I will be disciplined if I don't do it.

10...I have a chance to help with the planning.

11...I get along well with others at the task.

12...I have the opportunity to take responsibility.

13...I have a large amount of freedom doing it.

14...I have a good supervisor or leader.

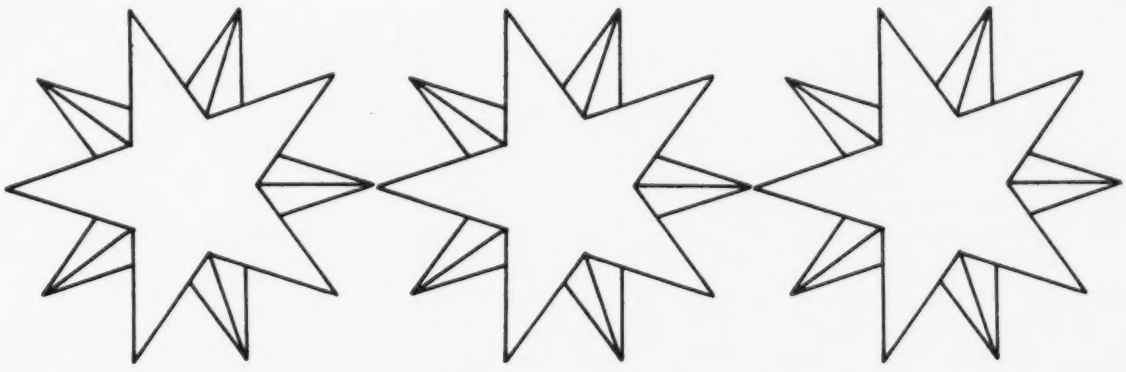
15...I have the opportunity to grow and develop.

16...I have the opportunity to meet others.

17...I have the opportunity to earn money.

18...There are good rewards offered.

19...(Other) .....
.....



Interpreting: What did you learn about yourself? Did you use your own motivating methods in the situation samples? How did you react to the suggestions of others in the discussion?

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Learning Activity: Motivators[7]
Leadership Skill: Working With Groups - motivation
What To Do: Think about your motivations.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Distribute pencils and pieces of paper to all of the participants. This exercise is designed to help group members recognize and examine at the specific motivators in their lives.

Have each member divide the paper into two columns. Title one column "Personal Life" and the other column "School Life." In each column list all of the relevent factors that motivate him or her to take action or to accomplish tasks. These factors may be provided by others or they may come from inside the person. Outside (external) motivational factors may be the influence of some significant person, grades, rules, awards or class assignments. Inside (internal) motivational factors involve the member's attitudes, values, or personal goals, that encourage him or her to take action or accomplish tasks. (Each factor listed should be marked as either an external or internal motivator.)

After five minutes, form pairs and discuss the lists with partners.

Interpreting: What are the most common outside or "external" motivators for you? How did those motivators develop? How do the internal motivators work for us? What effect do they have? What can you do to increase your internal motivation?

Learning Activity: This is Us[2]
Leadership Skill: Working With Groups - cooperating
What To Do: Draw with your group.
Focus: Group

Instructions for group leader:

Form small groups of five or six. Each group will need a large piece of newsprint and set of crayons or markers. Tell groups the following:

> You are to draw a picture of an imaginary person. This person will represent your group because you will draw in all the best features of those in your group. For instance, who has the "neatest" nose? Look at each other, decide, then draw the nose on your imaginary person. How about eyes? Ears? Mouth? Hair? Clothes? Don't worry about artwork! You have 15 minutes to draw your "This Is Us' picture, then hang it on the wall with masking tape and show it to the rest of us."

After 15 minutes have all "This Is Us" pictures on the wall. Let each group explain their picture, describing the face -- whose ears were "best," etc.

Interpreting: What were your feelings when you were first told what we were going to do? How do you feel now? Is there anything else you'd like to share about this activity? How do you feel about your group's drawing and your group?

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Learning Activity: All Things Wrong[2]
Leadership Skill: Working With Groups - cooperating
What To Do: Be positive and negative.
Focus: Group

Instructions for group leader:

Form small groups and select a member to be recorder of ideas. Have each recorder divide a sheet of paper into 2 columns. Ask groups to take 5 minutes to generate a list of as many things wrong with a bathtub as possible and write them in the left column. (Other items such as a swing, bottle, plane, desk, candle could be used). After 5 minutes, stop and spend the next 5 minutes generating a list of all the things right with a bathtub and list them in the other column.

Interpreting: Was it easier to be positive or negative? Why? How does this apply to groups that work well? How do attitudes about things, people or processes affect ability to work with them?

Learning Activity: Thinking About Others
Leadership Skill: Working With Groups - cooperating
What To Do: Reflect.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

If the group is large form subgroups of about 10 for this activity.

Have group members lie on the floor (if carpeted) or lean back in their chairs with eyes closed. Ask them to think about each member of the group and what each means to them. They should find some good thought for each member of the group.

After 5 minutes, ask them to open their eyes and note who, if any, has been left out of their thoughts. Close eyes again and take 2 minutes more to focus especially on these individuals.

Interpreting: How did you feel about others in your group? What special feelings were present? What happened when you left someone out? What things did you "see" in your mind about each person? What makes your group special?

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Learning Activity: Biographical Sheets
Leadership Skill: Working With Groups cooperating
What To Do: Share information.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Divide into groups of four to six members each. Each work group then locates a work space within the room. Each group will need a stack of newspapers and glue or tape. Each person receives a sheet of newsprint and a pair of scissors.

Each member writes his or her name at the top of a sheet of newsprint. Spread out all of the pages or tape them to a wall so that everyone in the work group can read them.

Tell members they will be helping each other in their work groups compose brief biographies. From the newspapers members clip important words, phrases, or sentences that describe other members in the group. Each member should select at least five descriptive words, phrases or sentences for each other member in the group and paste or tape the words to the sheet for that person.

When everyone has taped their clipped words to other people's sheets, stop and read them silently. Pair each with other members from the group to talk about both of their biography sheets.

Interpreting: How do you agree or disagree with what is on the sheets? What surprised you about how others think of you? What do you think causes you to have some different views of yourself? How did the activity help your group?

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Learning Activity: Things I Dislike or Do Poorly in Groups[15]
Leadership Skills: Working With Groups cooperating
What To Do: Talk about your experiences in groups.
Focus: Group

Instructions for group leader:

Introduce group participation by discussing:

> All of us are members of many groups: a family, a class, a club, a group at work, etc. We have had many experiences in groups, some good and some we would rather not repeat.

Go around the group and have members report from their experience something they dislike that happens in groups. Because we said "dislike most" it will be okay for anyone to repeat what anyone else has said.

Take two minutes to think about group experiences before you start. The first person begins. "The thing I dislike most in groups is...." One person makes notes as the members report and then feeds back a quick summary of what was said. Continue.

Now go around the group with another question that is a bit more personal. The issue is "What I think I do poorly in groups...." Take two minutes to think before starting. Have each person complete the statement, "The thing I believe I do poorly in groups is...."

One person makes notes and the members report and then feeds back a quick summary of what they said. Divide the group into triads and have each group take ten minutes to discuss the activity.

Interpreting: What frustrations could we easily prevent in your group? What would you like to know or understand better about groups? What would you like to be able to do more effectively in groups? Because of what you have learned here, what will you do differently in a group?

Learning Activity: Group Problem Solving[15]
Leadership Skill: Working With Groups
cooperating
What To Do: Look at a situation.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Consider a problem that is important to all members of your group. Discuss the problem in the group and decide how it should be solved. After reaching a solution, discuss what you did.

Interpreting: Was everyone included in the problem solving process? Who encouraged member participation? What hindered involving everyone in the discussion? Did you define the problem? Did you consider all alternatives? Is there agreement on the solution?

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Learning Activity: Voting[19]
Leadership Skill: Working With Groups -
decisions
What To Do: Participate in a group decision.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Present an issue to the group that needs to be decided. Include options with the issue. (Sample issues: next social activity, a service project for the community or refreshments for the next meeting). Have participants develop a motion for option they choose, present the motion, second it, and hold a formal vote. Tally the vote and announce the result.

Interpreting: Do those who voted against the winning option feel that the voting was fair? Do they feel that their interests were represented? What are the reasons why people voted the way they did? Did they believe others knew about their points of view before they voted? Were these reasons all out of self-interest or were they out of concern for the group as a whole? With majority rule, are the loser's interests considered? Why should certain people's interests count over other people's interests? Does the size of the group voting affect whose interests will be considered? How effective is voting as a decision making tool?

Learning Activity: Vote For My Friend[9]
Leadership Skill: Working With Groups - decisions
What To Do: Conduct an election.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Discuss election of officers with your group.

Every year 4-H clubs elect leaders or officers for their clubs. It is important to vote for the person you think will do a good job. Our 4-H club today needs some very important people to take leadership responsibilities. The offices we have to fill include:

| | |
|---|---|
| Chief Fly Catcher | Head Potato Smasher |
| Principal Spinach Taster | Captain Lightbulb Changer |
| Chief Onion Peeler | Head Faucet Fixer |
| Champion Carrot Muncher | President of the Pickle Packers |

Have members select the position they wish to hold and pair off to plan a campaign speech for each other. Speeches should include the importance of the position and the qualifications of the partner for the position.

Go through an election process with the group to elect persons for each office. After preparing their speeches, have members nominate their partners and present the speeches before the group. Have members vote on the slate of officers. The speeches can be very short.

Discuss the process used to nominate and elect officers for a 4-H club. Members should elect officers who will lead the club in doing as much as possible. The officers can teach the members how to conduct orderly, democratic meetings. Members have a responsibility to vote for the person they believe will be the best officer, and not just vote the same way their friends do.

**Interpreting:** How can we select the best person for the job? Was it easier to talk about a friend than it is about yourself? How would you improve your presentation about your friend?

Learning Activity: Create A Costume[8]
Leadership Skill: Working With Groups - decisions
What To Do: Design a costume.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

A large quantity of old newspapers and several rolls of tape or (at least one roll per group) will be needed.

Depending on the size of your group, have the members select partners or divide into small groups of three to six members. Each group should be given an equal amount of newspaper and tape. Have groups select one of their members as the "model" of the group. Each group is to make a costume for their "model" using the newspaper and the tape. Encourage the groups to be creative in designs for a complete costume may include hats, jackets, gloves, shoes, pants, dresses, or anything they think adds to the desired "look." A time limit should be set for this activity.

After the model is dressed and before time has expired, each team should choose a narrator who will describe their team's costume to the other groups. At the end of the time limit, each groups model will step forward in costume while the narrator gives a one minute description.

Interpreting: How did you first decide who the model would be? Who helped in deciding what the costume would look like? How were members involved in making the costume? What did you learn about you? How did you feel about your participation in this activity? What did you observe about group process as a result of this experience?

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Learning Activity: What's In a Meeting[9]
Leadership Skill: Working With Groups - decisions
What To Do: Learn the parts of a meeting.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Set the stage with your group by giving an overview of good meetings.

Every good 4-H club meeting includes four parts. They are:

1. Inspiration, 5-10 minutes (the opening part)
2. Business, 15-20 minutes (the working part)

3. Program, 15-20 minutes (the learning part)
4. Recreation, 20-40 minutes (the playing part)

Before the meeting, prepare 4 sheets posters--labeled Inspiration, Business, Program and Recreation. Divide into 4 groups. Each group should be named for one of the 4 meeting parts. Each group should elect a recorder. While you read the list of things that can be part of a meeting, the group that thinks an item would happen during their part of the meeting, writes it on their newsprint. There should be talking only between members of the same group.

Reads slowly from the following list:

Active competitive games; Ice breaker or get acquainted game; Brain teasers; Quiet games; Refreshments; Folk games; Dancing; Method demonstration by 4-H members; Presentation by leader on "4-H Record Books;" Presentation by outside resource person on hunting and fishing; Introduction of new members; count of the number of 4-H members planning to attend the hayride and weiner roast; New business; Financial report; Roll call; Reading of minutes; Procedure to collect money for 4-H caps; Committee reports and progress; Old business; Pledge of Allegiance; 4-H motto and pledge; Brief presentation (less than 5 minutes) on "Meaning of Citizenship"; Tour of local packing house; Recognition of 4-H members for participating in County 4-H Show held last month; Distribution of registration forms for County 4-H Show; Share the Fun skit presentation; Motion to conduct a fund raising activity, Call to order.

Answers for Group Learning Activity:

<u>INSPIRATION (5-10 min.)</u>

Call to Order, Ice Breaker/Get acquainted game, Pledge of Allegiance, 4-H motto and pledge, Brief presentation (less than 5 min.) on "Meaning of Citizenship", Introduction of guests and new members

Maybe's:

4-H songs, Brain teasers

<u>BUSINESS (15 min.)</u>

Roll call, Reading of minutes, Financial report, Committee reports and progress, count of the number of 4-H members planning to attend the hay ride and weiner roast, Old business, Procedure to collect money for caps (after meeting), Recognition of 4-H members for participating in County 4-H Show held last month, New business, Distribution of registration forms for County 4-H show; Motion to conduct a fund raising activity

Maybe's:

Introduction of guests and new members

Procedure to collect money for caps could go with financial report

<u>PROGRAM (15 min-20 min.)</u>

Method demonstrations by 4-H members, Presentation by outside resource person, Tour, Presentation on 4-H Record Books, Share the Fun skit

<u>RECREATION (20-40 min.)`Brain teasers</u>

Active competitive games, Refreshments, Quiet games, Folk games, Dancing, Group singing

After the list has been completed, review the answers with the entire group. If two groups have written the same answer on their newsprint sheet, then both groups may explain why they believe it should be included in their meeting part. Some items may go in more than one section. Discuss the purpose of organizing the meeting by the four purposes.

Interpreting: What parts of many of our meetings could be improved, reduced, or made longer? Why should these parts stay in the order just discussed? Are there times when they can be changed?

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Learning Activity: How To Run A Meeting
Leadership Skill: Working With Groups - decisions
What To Do: Brainstorm what a good meeting includes.
Focus: Group

Instructions for group leader:

Split the group into 3 subgroups. Have one subgroup brainstorm what needs to happen before the meeting for it to go well. Have the next subgroup brainstorm what the meeting should be like (what happens at the meeting) for it to go well. The last group will brainstorm what should happen after the meeting ends to insure the meeting went well.

Provide newsprint and marking pens for each group to record their ideas. Allow 10 minutes for brainstorming.

Next have the groups indicate what role (officer, member, etc.) is responsible for doing each task. Prioritize the tasks. Allow 10 more minutes.

Bring the group back together and have each subgroup share its findings. There may be additions to the lists from the whole group.

(Examples: Before the meeting--mail out agenda, minutes from last meeting, reminder of meeting by phone or in person, meeting place, refreshments. At the meeting--someone chairs, everyone has an agenda, report on work done from last meeting, everyone understands the process, someone takes minutes, everyone is heard, assignments are made. After the meeting--minutes, follow up on work delegated, followup with those absent.)

Interpreting: Are any of the items listed more important than any other? What happens if these things don't occur? How can we be sure these things are included in a meeting? What can you do to improve a meeting you plan to participate in?

Learning Activity: Mock Meeting[9]
Leadership Skill: Working With Groups - decisions
What To Do: Observe a meeting.
Focus: Group

Leadership
Skills You Never Outgrow

Instructions for group leader:

Select a group of trained 4-H'ers (4-6 persons) who will role play an example of how not to run a meeting, demonstrating that not following the basic principles of parliamentary procedure leads to confusion, loss of interest and ineffectiveness on the part of the group. This will take about 10 minutes.

Your group members are observers. Discuss what happened when role play is completed.

Next give members of your group written and verbal instructions on simple parliamentary procedures and the way to conduct a meeting, along with a prepared agenda. The group then works through conducting a 4-H meeting using the agenda (required time 10-15 minutes.)

Interpreting: What is the purpose of parliamentary procedure? What are important parts of a meeting? Who is responsible for each part? What mistakes that could be corrected are common in meetings that you go to?

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Other Related publications:

| | | |
|---|---|---|
| Book I | MC0630 | Leadership: Skills You Never Outgrow - Individual Skills For Younger Members |
| Helper's Guide | LC0630 | Leadership: Skills You Never Outgrow |
| Leader's Guide | LC0631 | Leadership: Skills You Never Outgrow |
| Book II | MC0632 | Leadership: Skills You Never Outgrow - Individual Skills for Older Members |
| Book IV | MC0636 | Leadership: Skills You Never Outgrow - Skills Leading Groups |

# Leadership

Skills You Never Outgrow

## Helper's Guide

Welcome to helpership in the 4-H leadership project! You are a very special person. Your assistance was requested as a helper by a 4-H member enrolled in *Leadership: Skills You Never Outgrow.* By working with the 4-H'er in this project, you will begin to form a relationship that can help each of you grow and develop.

Each young person who enrolls in the first level of the leadership project is expected to secure someone with more experience to be a personal helper in doing the project. Members in more advanced levels are involved with groups for some of their leadership learning activities, but they are encouraged to do some with a helper too.

This guide is designed to help you as you accept this new responsibility. You will be assisting one or more members individually as they grow in understanding themselves, other individuals, and groups.

## How the Project Works

*Leadership: Skills You Never Outgrow* is like many other 4-H projects in that it helps 4-H'ers learn things they can use the rest of their lives. Leadership skills help people help themselves and others achieve their goals. The project is designed to help the member get experience with the skills he or she needs to lead. Ask the member to share the project book with you and read the introduction section. It will help you gain an understanding of the project.

Members select which learning activities they wish to do to help them learn. Project guidelines suggest they choose at least one activity from each of the leadership skill areas in the book. There are numerous activities to choose from.

Once activities are selected, the member will work through the activities one at a time with your help. He or she will be involved in doing, thinking or talking about things leaders need to be able to do. After doing the actual activity the members are urged to think about what they have been doing and how it might relate to other situations.

## What You Will Do

As a helper you will help the member decide what to do in the project. Encourage him or her to choose activities that will be challenging and give experience with new skills.

You will also help him or her understand and work through the activities. At the end your task is to ask questions and be a good listener. Help the member think beyond the activity just completed. Try to identify what can be learned from it.

You shouldn't try to give advice except to share your own experiences. If something comes up in your discussions that makes you think the member may need help, ask an adult you repect to suggest someone who can give the help needed.

Be available, willing to participate and enthusiastic about helping when you meet with the member. You have an important assignment. It is an honor to be respected enough by another person to be asked for help. Take pride in your work and both of you will enjoy the new challenges in the project.

Being a helper for a friend is a position of trust. Your 4-H member will trust you with some of his or her personal thoughts and feelings. It is very important to return this trust by keeping this information between you unless the 4-H'er says it's o. k. to share it with others. You can also share some of your personal thoughts too. This will reinforce the trust between you.

# Understanding the Young Member

Young people vary greatly in age, character, maturity and experience. Some are very quiet and shy while others are active and outgoing. You may be working with a member who is beginning in the leadership project or one with several years experience. Members can start the project at any age, but the majority are ages 9-11 when they begin the leadership project.

Members this age have lots of enthusiasm and enjoy doing new things. They like activities, but many don't enjoy doing the same thing for a long time.

You will enjoy helping the younger member develop a sense of responsibility and learn to cooperate with others. Always set a good example yourself, since boys and girls of this age tend to idolize older youth and adults.

Young members need guidance and encouragement, especially during their first years in a project. The first skill level, covered by Books I and II, involves "looking in". This level is designed to help members learn more about themselves and to learn personal leadership skills. Some of the learning activities will involve them in thinking of things they have never thought about before, and they will think it's hard. Encourage them to try because that's how to grow.

# Activities of the Helper

Here are some of the things you can do to be a good helper:

* Assist your member during his or her entire year in the leadership project. It is the member's responsibility to schedule times to get together.
* Encourage and praise your member.
* Start the project by helping your member plan which activities to do in the leadership project. The project book gives help with project planning. Write the plans on paper, so each of you can have a copy. Members should record their plans on their planning sheets.
* Help the member complete the activities chosen. Remember the 4-H motto: "Learn By Doing." Encourage your member and help find other help and resources, if needed, but don't do the work for him or her. You may be able to do a couple of activities together when you meet, but don't rush through.
* At the end of each activity, take plenty of time to do the "Looking back" or "Interpreting" questions to help the member think about what he or she has done. This is a good time to help apply these ideas to other situations that are similar. Be creative, talk about anything that you think will help the member learn and think about new ideas.
* If the member decides to try more activities in addition to those in his or her plan during the year, that's o.k. Changes should be recorded on the planning sheet anytime.
* Work with the leadership 4-H project leader in assisting your member and others with group activities.
* Send your member a card for his or her birthday, at Christmas or Valentines Day. Do other things to show your special interest.
* Be a friend to your member in and out of 4-H activities. Be available to talk and say "Hi" wherever you see him or her.
* At the end of the year meet with the member and discuss what he or she liked most about the project. What would he or she do differently next time? Help the member complete his or her record for the leadership project. Encourage your member to re-enroll in a leadership 4-H project for another year.

Thanks. You have helped someone who looks up to you learn and grow. This is one of the most important roles a person can have in a lifetime. If you put yourself fully into the helper role, no doubt you gained personally too.

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This Helper's Guide was prepared by Barbara Geiger, Eric Fugate, 4-Her's; and Mary K. Munson, Fred Haegele, Extension Specialists, 4-H/Youth, with counsel and assistance from other members of the Illinois State 4-H Leadership Development Committee.

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**Leadership**
Skills You Never Outgrow

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